DOCUMENT RESUME

ED 154 145 CE 015 587

AUTHOR	Wanant, John A., Ed.; And Others
TITLE	C.I.E. Adminstrative Handbook.
INSTITUTION	Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	Apr 78
NOTE	125p.; For a related document see CE 015 588
AVAILABLE FROM	New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.50 plus postage)
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Administrator Guides; Advisory Committees; *Cooperative Education; Cooperative Programs; *Educational Objectives; Evaluation; *Guidelines; Industrial Training; Instruction; Instructor Coordinators; Job Development; Legal Responsibility; On the Job Training; Practicum Supervision; *Program Content; *Program Development; *Program Planning; Public Relations; Safety; Student Organizations; Teacher Responsibility; Training Objectives
IDENTIFIERS	Vocational Industrial Clubs of America

ABSTRACT

To assist the coordinator of cooperative industrial education in developing and maintaining a quality program is the stated purpose of this handbook. The introductory material offers background information on types of programs, duties of the coordinator, and steps in organizing a program. Next, broad and specific objectives are provided for cooperative industrial education programs. Broad instructional objectives for all cooperative education programs are also included. Guidelines for program operation are listed as relating to program area, the coordinator, the student, related class work, training stations, and working hours. As the program involves the employment of minors, legal responsibilities, safety information, and accident reporting procedures are specified. The handbook also provides information on the following areas: selection of training establishments; related classwork; supervision of students on the job; evaluation of student work and of the program; Vocational Industrial Clubs of America (VICA); the advisory committee's organization, operation and evaluation; and public relations. Selected procedures for working papers issuance in New Jersey, descriptions of supporting papers, guidelines, and definitions are included in the appendixes. (A related training plan manual is available separately--see note.) (JH)

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ED154145

State of New Jersey
Department of Education
Division of Vocational Education

C.I.E.

ADMINISTRATIVE HANDBOOK

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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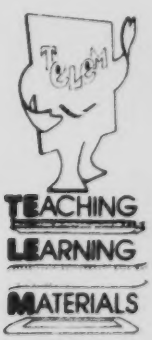

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PREFACE

In October of 1962, a memorandum to Albert E. Jochen, State Director of Vocational Education, from William J. Clark, the Director of the Wage and Hour Bureau, made provisions for the start of the Cooperative Industrial Education (C.I.E.) Program. Statistics of the fifteen years that followed show a tremendous growth in the Cooperative Industrial Education Program. Not only has Cooperative Industrial Education brought opportunities for vocational education to almost every comprehensive high school, but it has also expanded the vocational education opportunities in most of the area vocational-technical schools.

The Division of Vocational Education is indeed proud of the service provided to our youth and our communities through Cooperative Industrial Education. Moreover, the Division is particularly proud of the dedication to quality exhibited by the C.I.E. coordinator and the contributions made by these coordinators to the success of C.I.E. in New Jersey.

The revision and updating of this manual has been done with the coordinator in mind. Sections are easily identifiable and arranged in such a way as to permit the reader to locate easily information that will assist the coordinator in developing and maintaining a quality Cooperative Industrial Education Program.

I would like to express my gratitude and appreciation to all those who participated in the writing of the original and the revised manuals.

Richard Van Gulik, Director
Vocational Industrial Education
Division of Vocational Education

CREDITS

The revision of this manual would not have been possible without the dedication and cooperation of many people.

Recognition must be given to the task force that created the first edition of this manual, which was issued by Mr. Thomas F. McNulty, currently the Director of the Bureau of Special Programs. The chairman of that task force was Mr. Samuel Cooper, Cooperative Education Coordinator, Ridgefield Memorial High School who was ably assisted by Michael K. Klavon, John M. Clark, Robert Gray, Anthony Franciosi. and Michael Lauten.

Teacher educators throughout the state were most cooperative in assisting us with this endeavor. A debt of gratitude is owed to Dr. Irving Bach and Dr. Margaret Snell, both of Rutgers University. Through their instruction, guidance, and effort, major portions of this revision were undertaken as practical class instructional assignments.

Students of Dr. Bach's class who had input into this manual were: Robert Curcio, Julia M. Haynes, Daniel J. Helmstetter, Marie A. Jantos, Diane W. Kellers, V. Joyce Koppanyi, Marie D. L. McDonnell, Carol R. T. Miller, Gloria J. B. Morton, Susan A. Percello, and David D. Sustak.

Students of Dr. Margret Snell's class who reviewed the manual were: Robert Lorenz, Diane Singelton, Theodore S. Kapinetz, Edward Safield, Sandra Thiel, Joseph Tysk, and Angelina Zadari.

Personnel in the New Jersey Department of Education, Division of Vocational Education, were especially helpful in providing direction and supplying support materials and services. Much appreciation is expressed to: Joan M. Birchenall, Director Bureau of Occupational Programs; Richard Van Gulik, Director Vocational-Industrial Education/Cooperative Industrial Education; Gregory Buontempo, Director, County Career Education Coordinators; and Michael Klavon, Hunterdon County Career Education Coordinator.

A special acknowledgement is extended for their continued cooperation and efforts in the preparation of this manual to: Warren Downey, Director, Center for Occupational Education, Jersey City State College, under whose direction the first manual went into four printings and Dr. Morton Shenker, Assistant Professor and Coordinator of Business and Distributive Education, Trenton State College, for allowing us to reproduce material on Advisory Committees from his publication *Advisory Committees for Cooperative Education Programs.*

Our deepest appreciation is directed to John Cornew for the design of the cover and the artistic layout of the text.

Finally, we express our sincere gratitude to all CIE teacher-coordinators in the state.

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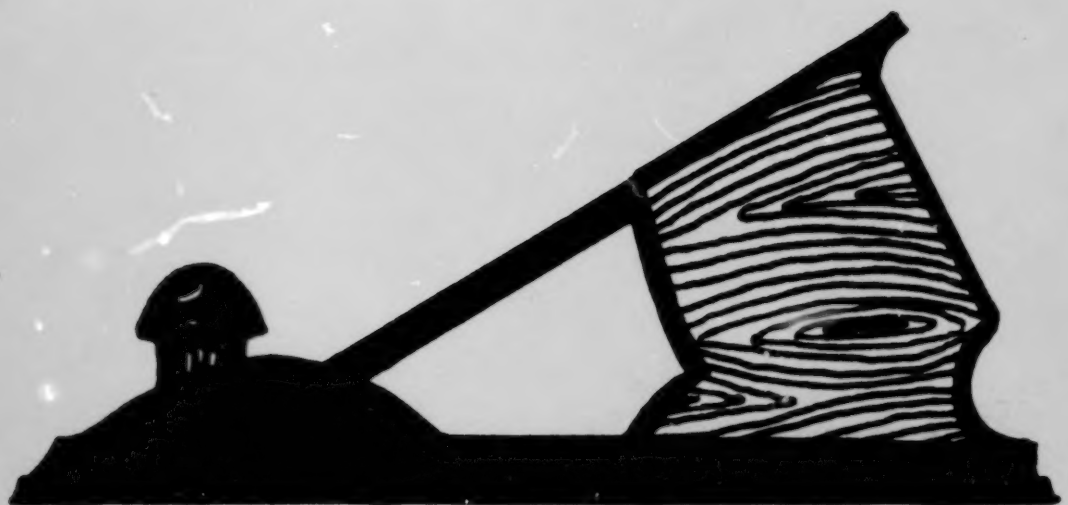


GETTING STARTED

COOPERATIVE INDUSTRIAL EDUCATION

Much has been done to advance the development and training of individuals so that they will become useful productive citizens. Currently, all manner of programs are available for anyone seeking an education. This includes the gifted, the handicapped, and the emotionally disturbed. However, students' interests may lie in one of the many vocational fields, such as the trade, industrial, or service areas. Since a comprehensive high school cannot possibly secure or maintain facilities to train students in all areas of industry or trade, a logical answer appears to be a cooperative program between the school and the industrial community for the training of their young people.

The idea of "Cooperative Education" is not new. This term was used to describe the earliest American experiments at the University of Cincinnatti in 1906. While other terms like "Work-Experience" or "Work-Study" may be found in the literature (the U.S. Office of Education Bulletin No. 5, 1957, lists six types of work experience programs), this manual will focus solely on the Part-Time Cooperative Industrial Education Programs involving the cooperation of the high school, the business community, and organized labor.

Specifically, the Cooperative Vocational Education Program, of which the Cooperative Industrial Education Program is an integral part, permits a student to enroll in a course of study and training under a recognized State or local authority. As a participant in the program, the student-learner is employed under a written agreement which arranges for the following: (1) that training is provided under the direct and close supervision of a qualified and experienced person; (2) that safety instruction be given by the school and correlated by the employer with on-the-job training; and (3) that a schedule of organized and progressive work experiences has been prepared.

Exemption from the Child Labor Law Prohibited Occupations Section

In 1962 the New Jersey Department of Labor consented to follow the general guidelines cited in Bulletin 101 as it affects student-learners involved in hazardous occupations while training in an approved Cooperative Industrial Education program. This exemption to the prohibited occupations section is stated in a memorandum dated October 25, 1962 from William J. Clark, Director, Wage and Hour Bureau, Department of Labor, to the Assistant Commissioner of Education, Dr. Albert E. Jochen, interpreting N.J.S.A. 34:2–21.17. Further clarification was contained in a letter written to coordinators by William J. Clark on March 26, 1965.

Copies of the memorandum and the letter follow.

COPY

STATE OF NEW JERSEY
DEPARTMENT OF LABOR AND INDUSTRY

Office: Wage & Hour
Date: October 25, 1962

MEMORANDUM

TO: Dr. Albert E. Jochen, Assistant Commissioner of Education

FROM: William J. Clark, Director, Wage and Hour Bureau

SUBJECT: Exemption of Cooperative Vocational Education Programs from Child Labor Law Prohibited Occupations Section.

N.J.S.A. 34:2–21.17 does not apply to "the work done by pupils in public or private schools of New Jersey, under supervision and instruction of officers or teachers of such organizations or schools." We have reviewed the application of this exemption to work done by pupils enrolled in Part-Time Cooperative Vocational Education Programs and are of the opinion that Part-Time Cooperative Vocational Education Programs approved by the State Board of Education involving work done by minors between the ages of 16 and 18 would come within the above exemption. However, each type of cooperative education program, i.e., agricultural, trade and industrial, business or distributive occupations, shall be conducted according to a State Plan approved by the State Board of Education.

The reference in the statute to work done by pupils in public or private schools should not be restricted to meaning work physically done in a school building. The purpose of the Child Labor Act, as evidenced by the exclusion, was not to preclude necessary training in the various fields listed. When a course of instruction is approved by the State Department of Education, the Act should not be used as a means of prohibiting this.

It is understood that the Vocational Division will advise the Wage and Hour Bureau of each school district registered with the Vocational Division which has been granted approval to conduct a Part-Time Cooperative Vocational Education Program.

STATE OF NEW JERSEY
DEPARTMENT OF LABOR AND INDUSTRY
RAYMOND F. MALE, COMMISSIONER
JOHN FITCH PLAZA
TRENTON, NEW JERSEY

March 26, 1965

The March, 1962 memorandum to Dr. Jochen interpreting the application of the "Hazardous Occupations" provisions of the New Jersey Child Labor Law to student trainees in State Department of Education approval co-op programs is a correct statement of the Department of Labor and Industry's position in the matter.

It is the duty of the Department of Labor and Industry to enforce the provisions of the Child Labor Law and to make complaints against persons violating its provisions. We also are authorized to adopt rules, regulations, and interpret to some extent the manner in which the Act is to be administered.

N.J.S.A. 34:2–21.17 exempts from the hazardous occupations section work done by pupils in public or private schools of New Jersey under the supervision and instruction of officers or teachers of such organizations or schools. In administering the law, we have adopted the position that schools are not merely school buildings but include also human elements and approved and authorized programs of learning whether carried on inside or outside of school buildings. To interpret that a school is merely a premise of brick and mortar is ridiculous. This line of reasoning would make the Superintendent of Schools a maintenance man and the School Teacher a candidate for I know not what.

The double award provision in the Workmen's Compensation Law is applicable only in the instance of a youngster being employed in violation of the labor laws. This double part of an award is not payable by an insurance company – it is paid out of the employer's own pocket. However, this double award provision cannot be properly applicable by reason of hazard occupations section of the Child Labor Law (34:2–21.17) to a youngster in a school program approved by the State Department of Education. (Because the youngster would not be employed in violation of section 34:2–21.17.)

The apprehension of the insurance carriers you mention is something I cannot cope with, other than by emphasizing that the Child Labor Law is administered and enforced by the Department of Labor and Industry and not the insurance carriers.

William J. Clark
Director, Wage and Hour Bureau

TYPES OF COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS

Cooperative Industrial Education occurs in three forms:

I. Type I – Cooperative Trade Occupations
Most jobs in which students are placed are skilled trades leading to an apprenticeship after graduation.

II. Type II – Cooperative Industrial Occupations
Jobs in which pupils are placed are in widely diversified industrial occupations involving only moderate preparation.

III. Type III – Cooperative Employment Orientation
Jobs in which handicapped pupils are placed are those appropriate to fulfilling each pupil's potential in terms of his/her individual characteristics.

Additional information on the specific program designations can be obtained by contacting the Director of Vocational Industrial Education at 609 – 292-6565.

For amplification of the State classification on handicapped students, refer to the "Rules and Regulations" pursuant to Title 18A, Chapter 46, New Jersey Statues, (June 24, 1970, Title 8, Chapter 28, New Jersey Administrative Code).

Program Benefits

Function of the School:

1. Administer program (coordinator).
2. Supply student-learners.
3. Provide general education.
4. Supply classroom and other teaching materials.
5. Provide special services.

Since cooperative education is a cooperative effort, consideration must be given to the contributions and benefits of each participating group. Each group that contributes to the cooperative education program benefits. The value of the benefits to each are in direct proportion to the contribution.

The School Contributes:

1. Personnel to administer the program.
   a. Coordinator
   b. Teachers of regular courses
   c. Secretary

2. Student-learners.

3. General education.

4. Physical facilities.
   a. Classroom.
   b. Books and supplies
   c. Office for coordinator

5. Special services.
   a. Guidance Department
   b. School psychologist
   c. School doctor and nurse

Industry Contributes:

1. The training station and facilities.
2. Highly skilled personnel to provide training.
3. Pay for trainees' work.
4. Records.
   a. Attendance
   b. Achievement

Labor Unions Contribute:

1. Assistance in placement of trainees.
2. General advice and assistance.

In addition, each of the participants is represented on the Joint Advisory Committee whose function will be explained in the chapter on advisory committees.

Program Values:

Paid, on-the-job training may be the most valuable kind of vocational education, provided it is accompanied by skilled and close supervision, guidance, and adequate related instruction. By providing an attainable occupational objective, the plan of alternating work and study has motivated many students to make better progress in school while developing competence on the job.

The success of the Cooperative Industrial Education Program emanates from the valuable service it provides to the student, the school, the employer, and the community at large.

The coordinator must be fully aware of the many ways in which the program benefits the entire community as well as being certain that these benefits are generally known and understood.

Values to the School:

1. The school's vocational training program is enriched with minimum expense.
2. Equipment and facilities beyond the financial reach of the school become part of the school program.
3. The skills and experience of experts outside the school are coordinated in the training of student-learners.
4. By close contact with industry, the school's vocational education and industrial arts programs are kept up-to-date.
5. Guidance counselors are in touch with the changing scene.
6. Potential "dropouts" who see "no point" in school are more likely to complete high school education.
7. Through public relations, the Cooperative Industrial Education Program demonstrates to the public the concept of education as a practical community-wide service as well as responsibility.

Values to the Student:

1. The student is motivated to greater classroom effort by having school work related to on-the-job training. The high school program has meaning. With a "practical" goal, the student is more likely to complete school. The school's curriculum is expanded through consultation with the employer.

2. "Down to earth" vocational guidance is available over an extended period of time.
3. The student gets a good start toward a trade before graduation.
4. Industry cooperates in the transition and adjustment from the "theoretical world" of the school to the "real world" of the worker.
5. The student's self-respect is boosted. This leads to an improvement in grooming, in speech, and in attitude toward others.
6. Job placement service is available.

Values to the Employer:

1. The employer has access to the employment of local people – trained to work "his/her way."
2. The Cooperative Industrial Education Program's regular testing and screening of trainees helps the employer obtain qualified people.
3. The school influence during the transitional period "saves" good trainees who otherwise might never be employed by industry.
4. The employer is assisted in job analysis.
5. Related school instruction provides an enriched training program.
6. Industry is given an opportunity to do something positive about the "juvenile problem".
7. The public relations value of this community service is inestimable.
8. School supervision and guidance, coupled with employer recommendations, provide for the development of reliable employees.

Values to the Community:

1. By making worthwhile, self-sustaining citizens, the Cooperative Industrial Education Program helps reduce the number of poorly-trained, ill-adjusted young people.
2. Local people are trained for local industry to earn money that is spent locally.
3. Improved community-school relationships are developed.

THE COORDINATOR

The teacher-coordinator is the key to the success of the Part-time Cooperative Industrial Education Program and must be deeply involved with every facet of the program. The coordinator is the liaison between the school and the employers – the school and organized labor – the school and the community at large.

The teacher-coordinator plays many roles including teacher, vocational counselor, employment agent, public relations counselor, training expert, and supervisor-liaison officer. The coordinator must have a genuine interest in people and know how to work with them.

The following list of duties performed by a teacher-coordinator provides an idea of the importance of a qualified coordinator:

1. Determines vocational interests and needs of students.
2. Studies and evaluates school curricula.
3. Prepares a plan for student recruitment and selection.
4. Maintains a system of records for student evaluation and reports.
5. Plans classroom facilities.
6. Collects and organizes materials for related instruction.
7. Organizes and assists in conducting community resources surveys.
8. Surveys industry for participation in the program.
9. Evaluates prospective training establishments.
10. Interviews employers and training personnel.
11. Develops criteria for appropriate kinds of training.
12. Develops training outlines cooperatively with employers.
13. Supervises trainees and evaluates training given on the job.
14. Collects and evaluates employers' reports of trainee progress.
15. Provides vocational counseling for all students, including dropouts and graduates.
16. Assists in organizing advisory committees.
17. Prepares agendas and presides at meetings of advisory committees.
18. Establishes a continuing program of community relations and "program" recognition.
19. Maintains rapport with the school administration and faculty.
20. Prepares periodic reports.

In view of the formidable list above, it must be recognized that the teacher-coordinator should have outstanding qualifications. The coordinator must have skills in administration, supervision and counseling, as well as in teaching. The coordinator must have the ability to maintain effective relationships with employers in various employment fields, labor leaders, politicians, school administrators, faculty, parents of trainees, and students. Above all, the coordinator must be a versatile, talented, understanding, and sincere educator with the ability to adapt to many changing roles and situations. The following is a statement of the requirements for the certification:

Certification

VOCATIONAL-TECHNICAL
6:11-12.3
Coordinator: Cooperative Industrial Education Programs

AUTHORIZATION

This certificate is required for the position of teacher and coordinator of part-time cooperative vocational education in skilled trade, industrial and/or service occupations. The certificate entitles the holder to teach related vocational subjects in such classes and to act as coordinator between school and industry.

REQUIREMENTS

I. A standard teaching certificate in any field.

II. Successful completion of one of the following:

A. Three years of teaching under a certificate in vocational education or industrial arts plus one year of approved occupational experience in gainful employment involving the use of hand and power tools and equipment in operations identified as hazardous in State and Federal Child Labor Legislation.

or

B. The combination of an approved bachelor's degree, two years of teaching experience, and two years of approved occupational experience in gainful employment (as above).

III. A program of college studies including one of the following:

A. A college curriculum approved by the New Jersey State Department of Education as the basis for issuing this certificate.

or

B. A program of college studies including at least one course in each of the following areas:

1. Principles and philosophy of vocational-technical education.
2. Problems in organizing and teaching cooperative industrial education programs.
3. Curriculum construction in vocational-technical education.
4. Vocational guidance.

GETTING STARTED

One of the primary responsibilities of a C.I.E. coordinator is knowing how to establish a viable program so that all of the objectives outlined in previous chapters will be accomplished. To be sure, this will not be an easy task. The coordinator must be prepared to expend an enormous amount of time and energy to achieve this major endeavor. In addition, the coordinator must be capable of working closely with, and utilizing the talents of, various groups, i.e., parents, business people, educators.

It is important to note that the amount of groundwork done in laying the foundation might very well determine the degree of success of the program. In fact, those programs that have not made use of a systematic approach, although potentially excellent, have never been able to achieve the status they deserve.

A. **Know the Community** – By the very nature of this kind of program, early determination of employment needs is a necessary step in the organization process. It is essential to determine the number of potential training establishments and the local needs for personnel.

   The desired information can be gathered in several ways:

   1. Direct contact with employer.
   2. Questionnaire by mail or in-person.
   3. Interviewing business groups and labor unions.
   4. Talk with representatives of service clubs, banks, and utility companies.
   5. Prepare news releases.

During the course of such a survey, secure answers to pertinent questions such as:

1. What fields of work are available for cooperative training?
2. What are the immediate and near future job opportunities?
3. What are the general business conditions in the community?
4. How will anticipated changes in technology affect the local job market?

B. **Know the Student Body** – The cooperative program is designed especially to meet the needs of students. To this end, it is vital to be familiar with all kinds of information concerning the students such as:

   1. General educational and vocational goals.
   2. General academic achievement.
   3. Socioeconomic status of parents.
   4. Interest in vocational training.
   5. Avocational interests.
   6. Attitudinal development.

C. **Know the Total School Program** – It is important to know the total program in order to understand how the co-op program fits in.

A school's total curricular program can usually be found in the Curriculum Guide. A copy of the most recent Curriculum Guide should be available in the school's guidance office. The Curriculum Guide is most necessary for the proper guidance and scheduling of the student body. The Guide may also contain the statement of philosophy for the operation of that particular secondary school as well as the goals it wishes to achieve.

The departmental placement, credits assigned, course descriptions, and the student population to be served are all clues to the coordinator about the school's philosophy of operation and the importance of the C.I.E. program in the school.

A total school program also includes the extracurricular activities such as clubs, sports, community involvement programs, and the operational structure of the local secondary school P.T.A. The coordinator may find that the average C.I.E. student is basically a nonparticipant in such extracurricular activities even though a thorough and adequate program is available.

General faculty attitudes towards cooperative industrial education are not easy to ascertain and may change as individual teachers or departmental groups of teachers react to "those co-op students" or to "that coordinator." Equally important is a thorough familiarity with the attitudes of the faculty toward the co-op effort.

SUGGESTED STEPS IN ORGANIZING A PART-TIME COOPERATIVE PROGRAM IN TRADE AND INDUSTRIAL EDUCATION

1. Notify the State Department of Education, Division of Vocational Education, of your intent to start a part-time cooperative program in the trade and industrial areas and request their assistance.

2. Acquaint the school faculty with the program.

3. Meet with representatives of business, labor, and management.
   a. Establish general need.
   b. Explain nature of program – purposes and objectives.

4. Form a representative advisory committee.

5. Survey the community to determine occupational and training opportunities.
   a. Give special attention to safety factors, working conditions, wages, etc.
   b. Determine employers' willingness to employ co-op students and participate in the program.

6. Evaluate the training qualifications of employer.

7. Have the appropriate Department of Education, Vocational Division representatives check the facilities of each employer to determine suitability for the training of students.

8. Acquaint students with the program and determine the students' intentions to enroll.

9. Obtain local and State Board of Education approval of program through the Office of Secondary Education.

10. Select a qualified teacher-coordinator.
    a. Determine the teacher-coordinator's ability to meet state certification requirements.
    b. Determine the duties and functions of the teacher-coordinator.

11. Arrange for student interviews and placement in approved establishments.
    a. Complete a co-op training agreement.
    b. Obtain part-time working certificates for students in the co-op program.
    c. Obtain age and schooling certificates.
    d. Help students obtain social security cards and numbers.

12. Provide adequate classroom facilities for the related technical instruction to be conducted by the teacher-coordinator.

13. Arrange "in-school" schedules for students.

    If the alternate week pattern is followed, at least two consecutive periods in each schoolday should be devoted to related instruction. Appropriate general education subjects may be scheduled for the balance of the schoolday.

OBJECTIVES

OBJECTIVES OF COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS

The basic objective of the Part-time Cooperative Industrial Education Program is to prepare students for useful employment in an occupation of their choice.

This is accomplished by vocational training through cooperation between the school and industrial or business establishments for individuals, 16 years of age or older, whose employment objectives may differ and whose cooperative agreements provide for legal employment, systematic training on the job, and supplementary instruction in the school.

General Objectives:

1. To improve the school curriculum for students who find the traditional curriculum inadequate.

2. To promote personal and social adjustment of students and to establish emotional stability through a feeling of being engaged in worthwhile activities.

3. To establish generally acceptable attitudes towards work and to encourage good working habits.

4. To introduce an added opportunity for maturation through the development of self-reliance.

5. To stimulate students' appreciation of school and school-related activities.

6. To help students gain an understanding of the American free enterprise system and a knowledge of basic economics.

7. To aid in the development of students' personal financial management and to encourage saving for future needs.

8. To foster students' awareness of the need for good personal grooming, emotional maturity, acceptable attitudes, and an ability to work well with others.

Specific Objectives:

1. To make the trainee financially self-sustaining. In learning a skilled trade, the student becomes less affected by such things as layoffs, industry shifts, seasonal employment, poor working conditions, and low pay.

2. To develop a sense of self-respect in the student.

3. To curtail failures and eventual dropouts. The student-learner must maintain passing grades in all school work.

4. To overcome shortages for certain skilled craft workers in the community. Since placement in work stations is based on a vocational survey of the community, student-trainees are placed in an area of more or less critical shortages.

5. To help students make a smooth transition from high school to full-time employment upon graduation.

6. To promote a liaison between school, labor, and industry.

PLANNING PROGRAM OBJECTIVES

Determination of program objectives is one of the most crucial steps in cooperative vocational education planning. Prior research and planning is a must. Each program purpose and objective should be carefully appraised in terms of its feasibility under existing conditions. The following section addresses this planning need and identifies those surveys and procedures which are appropriate for completing the task.

I. Identification of student needs as a means of determining which type of students can be served

   A. Number of students to be served

   B. Occupational interests – Student Occupational Interest Survey

   C. Student profiles
      1. Vocational needs
      2. Career goals
      3. Plans for further education
      4. Physical handicaps
      5. School performance

II. Identification of employer interest and needs

   A. Types of occupational experiences available in the community
      1. Community employer surveys
      2. Input of planning committee

   B. State, national, and local manpower indicators
      1. New Jersey State Employment Service, County Offices
      2. New Jersey Department of Labor and Industry
      3. County Plan for Vocational Technical Education
      4. U.S. Department of Labor
      5. Chamber of Commerce

III. Identification of specific training needs

   A. Technical competencies
      1. Job analysis
      2. Task analysis

   B. Occupational adjustment competencies

   C. Career development competencies

BROAD INSTRUCTIONAL OBJECTIVES FOR COOPERATIVE EDUCATION PROGRAMS

1. Provide effective job training for students who seek fulltime employment after graduation.

2. Provide opportunities for students or small groups of students in those specialized fields of work for which a training program could not be justified.

3. Provide education that will allow youth to increase their productive capacity and earning ability.

4. Make school more meaningful for the many young people who find the curriculum too deeply rooted in academic tradition to meet their needs.

5. Provide opportunities for intelligent career choices.

6. Provide experience in productive work under conditions of regular employment.

7. Provide the opportunity to understand the functions of management, government, and employees' organizations in his/her occupation.

8. Provide an opportunity for the development of leadership qualities, civic responsibilities, and social intelligence through active participation in a vocational youth organization.

9. Provide both the financial means and the incentive to secure advanced training in the student's chosen occupation.

10. Promote the feeling of self-respect and achievement in students.

11. Provide an opportunity for students to make social adjustments and to develop the ability to work with coworkers and superiors.

12. Make the students understand the importance of being able to follow directions and to accept supervision.

13. Encourage good attendance in school and on the job.

14. Emphasize the importance of businesslike appearance, promptness, and dependability.

15. Develop sound concepts of personal money management through experiences gained as a result of earning wages at training stations and from related instruction.

16. Develop proficiency in judgmental and decisionmaking situations.

17. Meet the job training needs of students and employers due to technological change.

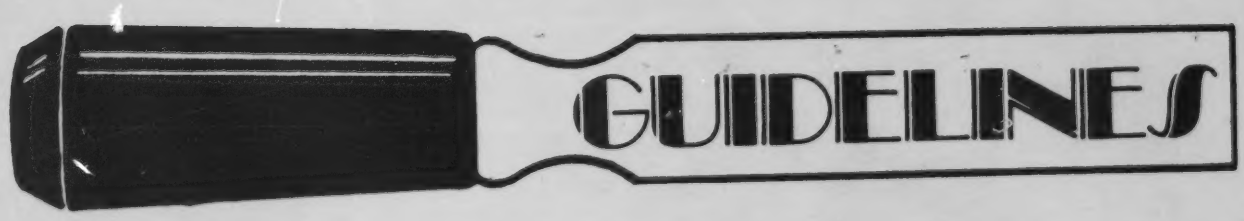
18. Provide the students with up-to-date information concerning new equipment and procedures.

19. Prepare the student in preemployment and employment techniques.

20. Provide for the involvement of students in an orientation to career clusters.

21. Allow for students with special needs to participate according to ability.

Abstracted from: State of New Jersey, Department of Education, Division of Vocational Education, *A RESOURCE FOR N.J. COOPERATIVE OFFICE EDUCATION COORDINATORS HANDBOOK*, 1974.


GUIDELINES

COOPERATIVE VOCATIONAL EDUCATION REGULATIONS

Cooperative Vocational Education is a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability (P.L. 94-482).

I. **Explanation of Occupations Within Each Program Area**

A. Each student will be tested and counseled to determine those occupations best suited to his or her career objective.

B. All occupations listed in the Occupational Outlook Handbook (U.S. Department of Labor) under their respective discipline will take a first priority as to what specific discipline the student will enter.

C. A teacher-coordinator must be employed in each approved cooperative education program.

D. In a school that must serve a wide variety of student occupational needs, but can support only a single cooperative education program, that program shall be a C.I.E. program taught by a certificated C.I.E. coordinator. When enrollments reach ten in any single occupational discipline (i.e. Office Occupations, Distributive Education, etc.), a new cooperative education program must be started in the specific discipline with a separate teacher-coordinator.

E. When a student must decide between existing cooperative education programs, the choice of program will be determined by the student's career objective.

F. The primary goal of Cooperative Industrial Education programs is to establish students in trade and industrial type occupations.

G. A maximum of 15 credits shall be earned in a ten month period (September through June) for satisfactory completion of on-the-job training together with related class requirements.

H. Safety instruction must be given to every student enrolled in a C.I.E. program on a continual basis and should be documented in student folders.

I. One final grade for credit shall be given for the combined related class and on-the-job training.

II. The Coordinator

A. Experience and training

1. The teacher-coordinator must hold a valid New Jersey teaching certificate in the specific program area being coordinated.

2. The teacher-coordinator must have course work in:
   a. Philosophy of vocational education
   b. Organization and administration of cooperative education
   c. Vocational curriculum development
   d. Vocational guidance

3. Work experience for Cooperative Industrial Education requires one year of approved occupational experience in gainful employment involving the use of hand and power tools and equipment in operations identified as hazardous in State and Federal Child Labor Legislation.

4. The Division of Vocational Education, State Department of Education shall have supervisory and approval authority for the preceding items.

B. Contract

1. Teacher-coordinators shall perform cooperative education duties for a minimum of 11 calendar months per year.

2. Because of supervisory (extended) duties beyond the usual teacher contract and responsibilities unique to the position of a teacher-coordinator, additional monetary compensation should be given for this position as follows:
   a. Supervision of students beyond normal teaching day
   b. Supervision of students on Saturdays, Sundays, holidays, and vacation periods
   c. Representation of the school as the responsible liaison person among parents, students, and employers in the local business and industrial community

3. Teacher-coordinators shall be reimbursed for all travel expenses incurred while supervising and placing students on the job.

4. Insurance shall be provided to cover the teacher-coordinator while performing related job duties.

C. Duties

1. The teacher-coordinator must supervise each student on the job at least once every two weeks.

2. The teacher-coordinator shall devote a minimum of ½ hour per student per week for on-the-job visitation and supervision. About 50% of a normal teaching day should be alloted for this purpose.

3. Teacher-coordinators shall prepare the Cooperative Program Evaluation and Follow-up Reports as required by the State Department.

4. New teacher-coordinators shall participate in pre-service and in-service workshops conducted or sponsored by the State Department.

5. Compliance with State and Federal labor laws.

6. On-the-job placement.

7. Student evaluation.

8. Youth organizations.

9. Parental conferences.

10. Developing and maintaining advisory committee.

11. Recruitment.

12. Student follow-up.

13. Career counseling.

14. Personal counseling.

15. Testing.

16. Program evaluation.

III. **Students**

A. Selection

1. All students must be 16 years or older.

Note: Exceptions will be granted in *"Special Needs"* programs by request in writing through application by the local education agency administration to the specific cooperative discipline director, Division of Vocational Education.

2. Cooperative education programs should be open to all pupils 16 years or older who need, want, or can profit from such opportunities.

3. The prospective cooperative education student must make application and be interviewed by the teacher-coordinator in conjunction with guidance personnel.

4. Certified vocational guidance counselors should be employed to evaluate students and give them career guidance relative to cooperative education programs.

B. Performance

1. The teacher-coordinator shall evaluate the student's related class work.

2. The teacher-coordinator and the employer shall evaluate the student's on-the-job performance in writing at least once per marking period.

3. Disciplinary actions for job-related violations shall be the responsibility of the teacher-coordinator. In-school discipline shall be handled in accordance with local school policy.

C. Employment

1. The teacher-coordinator has total responsibility for the student's on-the-job placement.

2. The teacher-coordinator shall determine the student's continuance, termination, or change in job.

IV. **Related Class**

1. The teacher-coordinator shall meet every student in a job-related class a minimum of 200 minutes per week (may be averaged over a two week period) – special arrangements may be approved *only* for summer programs which operate when school is not in session.

2. The related class shall develop competencies: (1) needed by all workers; (2) needed by workers in an occupational area; (3) needed by workers of a specific occupation only; and (4) needed by a particular worker in his place of employment only. This will require organized learning experiences in total class activities, small group activities, and individual activities in the classroom.

3. The related class must be taught by the teacher-coordinator who supervises the student on the job.

4. Related class size – recommended 15–20 students maximum.

5. Specific skill related learnings must be included in the related class.

V. **Training Station**

1. Student employment conditions will be in accordance with State Cooperative Education Guidelines.

2. Employer must be willing to assign a qualified supervisor or skilled workers who will be responsible for the training function and whose qualifications are certified by the teacher-coordinator.

3. Employer must pay minimum wages or salaries comparable to those paid other beginning workers in the same type of work and provide all worker benefits to which other part-time workers are entitled.

4. Employer must have adequate equipment and other facilities necessary to achieve the training objective.

5. Employer must show evidence of health safety consciousness and provide appropriate training.

6. Employer must provide workmen's compensation coverage for cooperative education students.

7. Employer must sign a State Board approved written agreement with the school indicating the specific nature of the training to be offered and his/her acceptance of the conditions of the training plan.

8. All Cooperative Industrial Education work stations must be approved by the Division of Vocational Education, prior to placing students on the job.

9. Employer must observe all State and Federal labor laws.

VI. Working Hours

The school and the coordinator have the responsibility of insuring that the employment of cooperative education students is legal, educationally sound, and does not jeopardize the students' health or well being.

A. Work Week

1. A minimum of fifteen hours per week shall be worked by cooperative education students (may be averaged).

2. Special education (Chapter 46 of Title 18A) cooperative industrial education students shall work a minimum of ten hours per week.

3. Supervision on the job must be provided by teacher-coordinators during school hours, beyond school hours, and when school is not in session for cooperative education students who work at these times.

4. Cooperative education students may work a maximum of four hours in any school day – eight hours when school is not in session.

5. Cooperative Industrial Education students shall not work beyond 6:00 p.m.

NOTE: Exceptions to the above must be requested and approved in writing through application by the local education agency administration to the specific cooperative discipline director, Division of Vocational Education. (See exemption forms.) Exceptions must be completed in entirety indicating:

1. How supervision on the job will be provided (i.e. nights, Sundays, holidays).

2. How the time period between leaving school and arriving at work is to be kept to a minimum.

LEGAL RESPONSIBILITIES

Introduction

Because of the legal implications, the coordinator of a C.I.E. program must understand thoroughly all laws and regulations that pertain to the employment of minors. The coordinator should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations.

The following information presents a capsule review of each significant area with which a C.I.E. coordinator must be familiar.

Working Papers:

State law requires working papers for every child under 18 years of age. The purpose is to insure that young children will not be exploited. Each state has its own rules and regulations, and it is very important that the coordinator abide by these state laws.

T–3045

RE: WORKING PAPERS

When placing students under the age of 18 years in employment, the Coordinator must be certain that an employment certificate is in the hands of the employer prior to placing a student on the job. The issuing officer of the school district and the Coordinator must work very closely in order to avoid any oversight or delay in the processing of working papers.

Failure to carry out this procedure will place the employer in jeopardy.

The following points should be discussed with the student-learner:

- Why we need working papers?
- How to get working papers.
- Types of working papers available?
- Cooperative Industrial Education requirements.

Types of working papers available:

- **Agriculture Permit** – For those working on farms, in greenhouses, etc. Students must be 12 years old for this permit.

- **Newspaper Delivery Permit** – For those working as newspaper carriers. Students must be 12 years of age up to age 15.
- **Vacation Certificate** – For students aged 14–18 working in stores, amusement areas, offices, etc.

Limitations – Not more than 8 hours a day on a schoolday. The 8 hours must include the combination of school and work. (Exception – 8 hours permitted on non schooldays.) Not more than 40 hours a week. During school week not to exceed 28 hours per week. Not more than 6 days a week. Not before 7 a.m. not after 6 p.m. if under 16 years of age.

The following represents the steps that should be followed in securing working papers:

1. When a student-learner, under 18 years of age, is promised a job the student-learner obtains a "Promise of Employment" certificate from the coordinator.
2. The Promise of Employment certificate is stamped and properly labelled by the coordinator before it leaves the office.

In April, 1970, a T-letter directed all coordinators henceforth to list the work station approval number, as well as the program, school, coordinator's name and telephone number on all future Promise of Employment papers. Failure to do so may result in disapproval of the working papers by the State Department of Labor.

T–85

Re: **WORK STATION APPROVAL NUMBER**

The Wage and Hour Bureau has directed that henceforth all Promise of Employment Forms contain the work station approval number as well as the program, school, coordinator's name and telephone number.

Coodinators are cautioned to be aware that work station approvals are contingent upon job objectives as stated in the training establishment report. All changes in job objectives for previously approved work stations must be resubmitted on new training establishment report forms to be recorded in the Division of Vocational Education for extended approval.

Please notify the Division of Vocational Education regarding work stations that have gone out of business, moved, changed trade name or have a different name or address from the original approval.

3. After the Promise of Employment is completed and signed by the employer, it is returned to the coordinator for review.

4. After the coordinator has checked the form for errors, it is returned to the student-learner who in turn presents it to the issuing officer. If the student-learner has not been issued working papers before, the birth certificate of the student-learner must be presented together with the Promise of Employment to the issuing officer.

5. A physical examination is necessary if the student-learner has not had working papers before. The form for this examination is supplied by the issuing officer and must be completed and signed by the school or family physician.

6. A form must also be signed by the school and one of the student-learner's parents before working papers are issued.

7. After the working papers have been issued they should be forwarded to the coordinator via the student-learner. **One copy should be kept in the student-learner's folder and the original presented to the employer.**

IT IS IMPORTANT TO NOTE THAT A WORKING CERTIFICATE IS NEEDED EVERY TIME A MINOR CHANGES JOBS.

Note:

A minor must obtain working papers prior to beginning work to ensure that the employer's compensation insurance is valid. Should a student become injured on the job prior to securing working papers, the employer's compensation insurance will not cover him/her there. Consequently, employers may have to make a double settlement out of their own pockets. The coordinator who knowingly allows a student to attend a job without working papers will be placing the school, the employer, and the coordinator in possible financial jeapardy. Supervision is required at all times, including vacation and weekend periods.

A more detailed description on working paper issuance is found in Appendix A.

Wages

Student-learners should not be allowed to work for less than the existing minimum wage. Since State and Federal wages are subject to change, the coordinator should keep abreast of the latest bulletins from the Federal and State Departments of Labor. (Federal minimum wage applies to those industries engaged in interstate commerce.) The higher rate per hour prevails.

T–300

RE: FEDERAL AND STATE LABOR LAWS

The Federal and State labor laws are complex documents. Coordinators should be aware that the:

> Cooperative education students are to receive a legal minimum wage. The policy of the Division of Vocational Education is that the highest prevailing wage order, be it Federal or State, is to prevail.

It is suggested that coordinators obtain copies of:

> U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, *Publication WH 1158 (Highlights of the Fair Labor Standards Act)* available through the Government Printing Office (Revised 1974);
>
> and
>
> *The New Jersey State Wage and Hour Abstract* (MW 22)R 7–74) available through the Department of Labor and Industry, Wage and Hour Bureau (Revised 7-7-74).

In cases where there is doubt about the legal minimum wage, coordinators should make direct contact with the appropriate Wage and Hour office:

FEDERAL	609 – 599-3511
STATE – New Jersey	609 – 292-2305

Taxes

All student-learners whose salaries exceed the maximum allowable under I.R.S. regulations within a given year are required to pay Federal income taxes. Those student-learners whose salaries fall under this amount are eligible to collect their entire Federal withholding contribution as indicated in the W-2 form.

If it is possible for the coordinator to determine that a student-learner's salary will not exceed the I.R.S. maximum salary allowable in a given year, the coordinator should advise the employer to complete a W-4E form for that particular student-learner. A W-4E form permits the employer to give the student-learner an hourly rate without any deduction for Federal withholding tax.

If a student-learner's maximum salary will exceed Federal limitations, a W-4E form should not be encouraged. This is particularly true for students who participate in a co-op program for more than one year. Since this is a highly technical subject, the coordinator should contact the nearest Internal Revenue field office for additional information.

Hours of Employment

All cooperative industrial education students, *regardless of age*, are subject to the same daily starting and quitting time and total number of hours.

Under normal circumstances, the earliest a student may begin employment is 7:00 a.m. for those students working in the morning and attending school in the afternoon, or those working on a week-about program. The latest any student is to be employed on school days is 6:00 p.m.

On days when school is in session, a student enrolled in a half day program is to work a minimum of 3 hours and a maximum of 4 hours each day. On days when school is not in session and on Saturdays, a student may work a maximum of 8 hours. Those enrolled in a week-about, may work a total of 40 hours on alternate weeks. Students enrolled in the Cooperative Industrial Education Program must be supervised by their coordinator over the full extent of their working hours, including times beyond the normal school-day, such as the hours until their quitting time, Saturdays, holidays, and vacations. Additional clarification may be obtained in the New Jersey Cooperative Vocational Education Regulations and T-letters No. 2644, 3014, and 301, respectively.

T–2644

RE: SATURDAY EMPLOYMENT

In addition to the twenty hour maximum placed on employment time in the Cooperative Industrial Program, student-learners may work eight (8) hours on Saturday, provided that:

1. The school extends supervision on Saturdays.

2. This employment is noted in an addition to the Training Agreement.

T–3014

RE: COOPERATIVE INDUSTRIAL EDUCATION STUDENTS IN SUMMER EMPLOYMENT AND GRADUATES UNDER 18 YEARS OF AGE

Please be advised that Cooperative Industrial Education student-learners in summer employment and graduates of the Cooperative Industrial Education Program under 18 years of age are covered by the exemptions to the child-labor laws provided that the school district furnishes related safety instruction and periodic supervision during the summer period and after graduation until the student becomes 18 years of age.

In the case of schools which do not employ a coordinator during the summer months, employers must be informed that they cannot legally employ student-learners under 18 years of age in occupations classified as hazardous.

In the case of injury to such a pupil, the employer is liable for double indemnity suit under provisions of the Workmen's Compensation Law.

T–301

RE: STUDENT EXEMPTION FORMS AND WEEKEND EMPLOYMENT OF STUDENT-LEARNERS

Coordinators are reminded that should an exemption form for extended hours be filed (whether in the case of student-learners over 18 or under 18), it is the coordinator's responsibility to provide supervision for that student during the extended hours.

Coordinators must supervise during the entire spectrum of working hours of all students, including Saturdays and Sundays if students are employed on either of these days (T–Letter 2644). It should also be noted that students under 18 may not work in excess of 8 hours on non-school days.

In order to minimize the coordinator's liabilities, it is recommended that all training establishment visitation reports be logged with the time and date of visitation, and be kept available in student folders. In the event of an accident, a coordinator must supply proof of visitation and the time of visitation. (For all concerned, and especially the individual coordinator, it is essential that visitation times be recorded.)

If a coordinator or other school personnel desire an exemption from an established regulation, a request must be submitted in writing to the State Director or Supervisor of Cooperative Industrial Education outlining the circumstances surrounding the request. After the necessary information is furnished, and an evaluation made, the local district will be notified in writing if the exemption has been granted and the training establishment report will be amended accordingly.

MIS #07C015
CVTE #3
Revised 9/1/77

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
BUREAU OF OCCUPATIONAL PROGRAMS
TRENTON, NEW JERSEY 08625

SPECIAL 16–17 YEAR OLD EXEMPTION FOR COOPERATIVE EDUCATION STUDENT

School Name: _____ County: _____

School Address: _____

Cooperative Program (circle one): Industrial Distributive Office Health
Home Economics Agriculture

Date: _____

_____ _____
Full Name of Student for Whom Request is Made Student's Age

_____ _____
Employer Job Objective/Title

(If applicable: Approval # _____; Program # _____)

The above school chooses to exercise a special 16–17 year old exemption for the above named Cooperative Education student as indicated below:

Outline nature of request:

Describe reason for request:

If this request deals with working hours, describe what action the school has taken or is willing to take to provide a schedule change that will permit the student to attend school and then report directly to work Also, describe coordinator's plan for supervision of the student if the exemption is granted. (use reverse side if necessary)

NOTE: It is understood that the school administration, student's parents and employer have been advised of this request, and that, if granted, it applies only to the student named above.

Signatures:

_____ _____
Coordinator Principal or Superintendent

Forward the original to the Office of Cooperative Vocational-Technical Education. Exemption(s) will be in effect when coordinator receives a photocopy of the form indicated "Approved" by the Director of Cooperative Vocational-Technical Education.

_____ Request Approved
_____ Not Approved Signature: _____ Date: _____

T-265

RE: SPECIAL ADULT EXEMPTION FOR COOPERATIVE INDUSTRIAL EDUCATION STUDENTS

The present Cooperative Industrial Education Program regulations limit students to 28 hours of work per week when school is in session and requires that the work day end at 6 p.m. The regulations also prohibit Cooperative Industrial Education student-driving on a public thoroughfare for pay.

This letter authorizes Cooperative Industrial Education students 18 years of age and older, to be employed for any hours of work that are legal under the State and Federal labor laws and consistent with local school policy. It further permits these students to drive on a public thoroughfare for pay if the driving is incidental, occasional, and a part of their training.

The exemption is an option which a school may or may not adopt, and should be judiciously used with the approval of the school principal or superintendent. Each case should be considered as to its affect on the health, safety, and education of the individual student. The extended hours should be immediately shortened if the student is adversely affected.

To implement this exemption, the Cooperative Industrial Education Coordinator should complete form CVTE #2 completely, with the principal's or superintendent's signature, and mail the original copy to Cooperative Industrial Education, Division of Vocational Education, New Jersey Department of Education. The exemption is in effect when Form CVTE #2 is completed, signed, and forwarded to the Division of Vocational Education. No return approval from the Division of Vocational Education is required.

cc: Cooperative Industrial Education Coordinators

MIS #07C016
CVTE #2
Revised 9/1/77

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
BUREAU OF OCCUPATIONAL PROGRAMS
TRENTON, NEW JERSEY 08625

SPECIAL ADULT EXEMPTION FOR COOPERATIVE EDUCATION STUDENT

School Name: _____ County: _____

School Address: _____

Cooperative Program (circle one): Industrial Distributive Office Health
Home Economics Agriculture

Date: _____

_____ _____
Full Name of Student for Whom Request is Made Student's Age

_____ _____
Employer Job Objective/Title

(If applicable: Approval # _____ Program # _____)

The above school chooses to exercise the Special Adult Exemption(s) for the above named Cooperative Education student as indicated below:

___ Student is 18 years of age or older and may work adult hours under the following conditions:

1. Cooperative Education Coordinator will supervise the student during the extended hours
2. It is understood by the coordinator and the school principal or superintendent that these adult hours will not affect the student's health, safety or education.

___ Student is 18 years of age or older and may drive on a public thoroughfare for pay if it is incidental, occasional and part of student's on-the-job training.

___ Other (please outline nature of and reason for request): (use reverse side if necessary)

NOTE: It is understood that the school administration and employer have been advised of this request, and that it applies only to the student named above.

Signatures:

_____ _____
Coordinator Principal or Superintendent

Forward the original to the Office of Cooperative Vocational-Technical Education. Exemption(s) will be in effect when coordinator receives a photocopy of the form indicated "acknowledged" by the Director of Cooperative Vocational-Technical Education.

Acknowledged Signature _____ Date _____

Social Security

Every Cooperative Industrial Education student should have a social security card, and *only one* social security number.

The student should present his or her accurate number to the employer for income tax purposes. This number *may later* be used for unemployment benefits and disability benefits.

Keep in mind that students might marry at early ages, e.g., 18–24, and possible survivor or auxiliary benefits would accrue to the remaining spouse and children of that marriage in the event of death or disability to the wage earner.

Social security benefits, therefore, are not solely for the aged. The Social Security Administration states: "If you become disabled before you are 24, you need credit for 1½ years of work in the 3 years before you become disabled." The student-learner should be aware of this fact. In the event of a tragedy, the dependent survivors should contact their nearest Social Security office. An application must be filed before payments can start.

T–190

RE: UNEMPLOYMENT COMPENSATION LAW

Unemployment Insurance

Recent changes in the Unemployment Compensation Law should be brought immediately to the attention of all Cooperative Education Teacher-Coordinators and all Special Education Work Study Teachers in non-profit and public schools.

Effective January 1, 1972 Section 43:21–19 (i) (7) (U) of the New Jersey Unemployment Compensation Law provides:

> "The term "employment" shall not include ... service performed by an individual under the age of 22 who is enrolled at a non-profit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instructions with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or groups of employers."

The exact language is also present in the Federal Unemployment Tax Act.

Since employment as a cooperative education student is not "covered employment" under the Law, no deductions should be taken from the student-learner's salary and no contributions are payable to either State or Federal agencies. All cooperating employers should be so notified with Form T–190.

NOTE:

This directive applies only to Unemployment Compensation or Disability Insurance Contributions. All other deductions and contributions should continue e.g. social security and income tax.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

NOTICE TO EMPLOYER'S OF STUDENTS WHO ARE RECEIVING SCHOOL CREDITS FOR PAID WORK EXPERIENCE

Student's Name _____

Employer's Name _____

Name of School _____

Name of School Program _____

Name of Program Supervisor _____

Effective January 1, 1972 Section 43:21-19 (i) (7) (U) of the New Jersey Unemployment Compensation Law provides:

> "The term "employment" shall not include . . . service performed by an individual under the age of 22 who is enrolled at a non-profit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers."

This exact language is also present in the Federal Unemployment Tax Act.

This will certify that no State or Federal deductions or contributions for Unemployment Compensation or Disability Insurance should be made for the above student.

_____
Signature of Teacher-Coordinator
or School Principal

Erroneous Deduction of Unemployment Contributions

In the event an employer deducts unemployment contributions from a student's wages, either because of an accounting procedure or because of unfamiliarity with the law, the student-learners can recoup these payments through the following procedures:

a. The employer returns to the student-learner, via a check, all monies erroneously deducted for unemployment insurance.

b. The employer completes Form UC–9, "Employer's Claim for Credit or Refund by Reason of Erroneous Payment of Contributions," and returns it with the cancelled check to the New Jersey Division of Unemployment and Disability Insurance, John Fitch Plaza, Trenton, New Jersey 08625

c. The employer will then be reimbursed all contributions erroneously paid to the agency in regards to the student-learner.

d. Form UC–9 follows.

TO BE FILED WITH THE NEW JERSEY DIVISION OF UNEMPLOYMENT AND DISABILITY INSURANCE, JOHN FITCH PLAZA, TRENTON, NEW JERSEY 08625

UC-9 (R-4-73)

State of New Jersey
Department of Labor and Industry
EMPLOYMENT SECURITY AGENCY

EMPLOYER'S CLAIM FOR CREDIT OR REFUND BY REASON OF ERRONEOUS PAYMENT OF CONTRIBUTIONS

EMPLOYER'S NAME AND ADDRESS

U. C. ACCOUNT NO:

No credit or refund can be allowed unless application therefor has been made within two years after the calendar year in which the contributions under consideration were erroneously paid to this agency.

AMOUNT OF CLAIM

	UNEMPLOYMENT	DISABILITY	TOTALS
EMPLOYER	$	$	$
WORKER	$	$	$
TOTALS	$	$	$

REASON WHY THIS CLAIM SHOULD BE ALLOWED

WERE THE ERRONEOUSLY PAID WORKERS' CONTRIBUTIONS DEDUCTED FROM WORKERS' WAGES? ☐ YES ☐ NO

IF DEDUCTED, HAVE SUCH CONTRIBUTIONS BEEN REFUNDED TO THE WORKERS ENTITLED THERETO? ☐ YES ☐ NO

STATEMENT OF QUARTERLY WAGES ON WHICH CONTRIBUTIONS WERE ERRONEOUSLY PAID

SOCIAL SECURITY ACCOUNT NUMBER	NAME OF EMPLOYEE	QUARTER ENDED	QUARTER ENDED	QUARTER ENDED	QUARTER ENDED
		$	$	$	$
	TOTALS	$	$	$	$

IF THE NUMBER OF COLUMNS OR SPACE PROVIDED ABOVE IS INSUFFICIENT TO EXPRESS YOUR CLAIM, PREPARE SCHEDULES WITH THE SAME HEADINGS AS ABOVE AND ATTACH HERETO.

IMPORTANT: Section 43:21-16(b)(1) of the New Jersey Unemployment Compensation Law provides penalties for false statements or misrepresentations made to avoid or reduce any contributions required from an employing unit.

STATE OF
ss:
COUNTY OF

Subscribed and sworn to before me this

_____ day of _____, 19____

_____
Notary Public

I affirm that the foregoing statements are complete and true; that this claim is just and correct and should be allowed; and that the wages on which refund is claimed were reported as taxable and contributions paid thereon to the New Jersey Employment Security Agency.

Signature _____

Official Position _____

CREDIT FOR $_____ ISSUED _____

REFUND $_____ SCH. NO _____ CHECK NO _____

APPROVED BY:

Workmen's Compensation

All student-learners must be covered by Workmen's Compensation Insurance. The coordinator should be extremely careful not to place student-learners in training stations where the employees are not covered by workmen's compensation.

The employer pays the premiums for such coverage. Personal injury and liability for injury to other workers must be covered by the policy. Therefore, if a student-learner is injured on the job, the student-learner should receive medical treatment immediately. It is important for the injured party to notify the employer as quickly as possible. The amount of payment is determined by the extent of the injury and the loss of time and wages.

WORKMEN'S COMPENSATION LAW

Revised Statutes 1937

Title 34, Chapter 15, Articles 1 to 8 (†), Inclusive
(R.S. 34:15–1 to R.S. 34:15–127)
As Amended and Supplemented
January 15, 1972
With Additional Legislation
(†Article 8 is an unofficial designation.)

34:15–10. Employment in violation of law; children. In the employment of minors, this article shall be presumed to apply unless the notice be given by or to the parent or guardian of the minor. If the injured employee at the time of the accident or compensable occupational disease is a minor under 14 years of age employed in violation of the labor law or a minor between 14 and 18 years of age employed, permitted or suffered to work without an employment certificate or special permit if required by law or at an occupation prohibited at the minor's age by law, a compensation or death benefit shall be payable to the employee or his dependents which shall be double the amount payable under the schedules provided in sections 34:15–12 and 34:15–13 of this title.

The possession of such duly issued employment certificate shall be conclusive evidence for an employer that the minor has reached the age certified to therein and no extra compensation shall be payable to any minor engaged in an employment allowed by the law for the age and sex certified to in such certificate. If the certificate presented by the employee as one issued to him

shall have been really issued to another child and the real age of the employee shall be such that his employment in any capacity or in the particular capacity he was employed by the employer was prohibited and if the employed shall show to the satisfaction of the division of workmen's compensation that he accepted the certificate in good faith as having been issued to the employee and could not have, despite reasonable diligence, discovered the fraud, in such event no extra compensation shall be paid to the employee illegally employed.

The employer alone and not the insurance carrier shall be liable for the extra compensation or death benefit which is over and above the amount of the compensation or death benefit provided under said sections 34:15–12 or 34:15–13. Any provision in an insurance policy undertaking to relieve an employer from the liability for the extra compensation or extra death benefit shall be void.

Nothing in this chapter contained shall deprive an infant under the age of 18 years of the right or rights now existing to recover damages in a common law or other appropriate action or proceeding for injuries received by reason of the negligence of his or her master.

Nothing in this section regarding the payment of a compensation or death benefit in double the amount payable under the schedules provided in sections 34:15–12 and 34:15–13 of this Title shall apply to members of a junior firemen's auxiliary established pursuant to chapter 309 of the laws of 1958 (C. 40:47–30.6 et seq.) or to employees, of the age of 18 years or under, employed in summer camps operated by the Boy Scouts of America, the Girl Scouts of America, the Knights of Columbus, the Young Men's Christian Association, the Young Women's Christian Association, the Young Men's Hebrew Association, or any domestic corporation organized solely for religious or charitable purposes.

Travel Liability

Student-learners are responsible for providing their own transportation to and from the training station. However, if it is necessary for the coordinator to use a private vehicle to transport student-learners, the coordinator should first obtain written assurance, signed by the superintendent of schools, that the coordinator is fully covered by *school insurance* before transporting any student. (The coordinator should also seek advice from the insurance company on this subject.)

Senate, No. 37

STATE OF NEW JERSEY

An Act to broaden the authority of boards of education to purchase accident insurance for pupils and amending N.J.S. 18A:43–1.

N.J.S. 18A:43–1 is amended to read as follows:

18A:43–1. The board of education in any school district may arrange for and maintain, and may pay the premiums for policies of accident insurance with any insurance company created by or under the laws of this State or authorized by law to transact business in this State, to provide for payments to pupils of the school district in connection with loss resulting from bodily injury sustained by such pupils through accidental means while participating in, practicing or training for, or during transportation to or from games or contests conducted by the school district, or by any school of the district, or with the consent of the board of education or of the school and under the supervision of an employee of the board of education, and for payments to pupils injured in connection either with the conduct of the [physical education program] regular curricular and extra-curricular programs of the district or with student travel to and from the places where such programs are conducted and which travel is made necessary by such programs.

Student Folders

Cooperative Industrial Education student-learners are specifically granted limited exclusions from the "Child Labor Provisions" of the Fair Labor Standards Act and the New Jersey Child Labor Laws.

The Federal labor laws provide that the student-learner must enter into a written contract with the employer. For clarification, the following except from the *Child Labor Provisions, Bulletin 101*, has been provided.

> *Student-learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides: (i) that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; (ii) that such work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person; (iii) that safety instructions shall be given by the school and correlated by*

the employer with on-the-job training; and (iv) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

The New Jersey State Department of Labor and Industry has adopted the following position of Cooperative Education programs.

INTERPRETATION – COOPERATIVE VOCATIONAL EDUCATION PROGRAMS
OCTOBER 25, 1962

N.J.S.A. 34:2–21.17 does not apply to "the work done by pupils in public or private schools of New Jersey, under supervision and instruction of officers or teachers of such organizations of schools." We have reviewed the application of this exemption to work done by pupils enrolled in Part-time Cooperative Vocational Education Programs and are of the opinion that Part-time Cooperative Vocational Education Programs approved by the State Board of Education involving work done by minors between the ages of 16 and 18 would come within the above exemption. However, each type of cooperative education program; i.e., agricultural, trade and industrial, business or distributive occupations; shall be conducted according to a State Plan approved by the State Board of Education.

The reference in the statute to work done by pupils in public or private schools should not be restricted to meaning work physically done in a school building. The purpose of the Child Labor Act, as evidenced by the exclusion, was not to preclude necessary training in the various fields listed. When a course of instruction is approved by the State Department of Education, the Act should not be used as a means of prohibiting this.

It is understood that the Vocational Division will advise the Wage and Hour Bureau of each school district registered with the Vocational Division which has been granted approval to conduct a Part-time Cooperative Vocational Education Program.

Both Federal and State labor laws and the New Jersey Administrative Code (Chapter 16 – Education) require that certain records on student-learners be maintained.

The Division of Vocational Education has determined that the following materials shall be kept in individual student folders:

1. Safety Lessons and Rules.
2. Student Application Form (Recommended).
3. Parent Permission Form.
4. T–268 – Student-Learners May Not (signed by student).
5. Working Papers (copy w/approval number).
6. Promise of Employment (copy w/approval number).
7. Training Agreement.
8. Training Establishment Report and Approval Number.
9. Special Exemption Forms for Adults and 16/17-year olds (when applicable).
10. Student-Learner's Experience Report (showing hours and wages).
11. Rules and Regulations for Cooperative Industrial Education Program (recommend signature of student).

SAFETY INFORMATION AND ACCIDENT REPORTING PROCEDURES

Accidents can be prevented through a valid safety program. It is a fallacy to think that a school or plant is safe because it has complied with safety rules established by State and local government, or because there is recorded on paper a file claiming a safety program. A safety program exists when every person within the company – – from the highest ranking individual of the management team to the newest employee, including the co-op student, – – thinks safety.

It is the responsibility of every C.I.E. coordinator in the State of New Jersey to teach safety to the C.I.E. students. The New Jersey Administrative Code, 6:42–2.3, under *"Identification of Jobs"* states

3. *Student assignments shall assure:*
   - i. *bona fide training program*
   - ii. *true learning situation*
   - iii. *absence of exploitation*
   - iv. *compliance with safety standards*
   - v. *on-the-job supervision; and*
   - vi. *compliance with appropriate State and Federal laws and regulations.*

In order to comply with recognized safety standards, the related class instruction must include safety in terms of the following topics:

1. Job knowledge
2. Use of tools and machine
3. Use of personal protective clothing and equipment
4. Material handling
5. Personal behavior
6. Accidents on the job
7. Driving to the job
8. Company rules and regulations

Each C.I.E. student shall have in their folder evidence of the aforementioned related safety instructions. This may be fulfilled by a safety test, checklist, and/or a letter signed by the student indicating that such instructions have indeed taken place. The actual method of instruction will, of necessity, be left flexible so that each coordinator can meet the needs and capabilities of each particular student.

Every coordinator should have a copy of the *Safety Manual in Cooperative Industrial Education, SA 381,* which can be obtained from the Rutgers Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903.

The coordinator should also be familiar with the Vocational Education Safety Standards (N.J.A.C. Education Subtitle H, Chapter 53). These standards require that all Boards of Education operating courses and/or programs in vocational education shall organize, adopt, and implement a vocational education safety education program.

The standards also require the reporting of all accidents on an Accident Reporting Form available from the Division of Vocational Education within five working days of the occurrence.

Accident Report Procedures

The following procedures should be implemented when reporting an accident involving a co-op student.

1. Notify the employer.
2. Notify the school.
3. Notify the New Jersey Department of Education.
   a. Student learners should be instructed to report all accidents to the teacher-coordinator, regardless of nature or severity.
   b. The teacher-coordinator should keep a record of all student job-related accidents, regardless of nature or severity.
   c. Accidents involving vocational education students, staff, or others shall be reported to the Assistant Commissioner of Education, State Director of Vocational Education, on the Accident Reporting Form supplied by the Division of Vocational Education within five working days of the occurrence (N.J.A.C. 6:53–2.3).
   d. All accident reports should be analyzed for the purpose of aiding in the prevention of other accidents.

NJDE 523-5 (11/77)

DIVISION USE ONLY
County Code_____
LEA Code_____
School Code_____

STATE OF NEW JERSEY
STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

MIS 07D007

ACCIDENT REPORTING FORM FOR VOCATIONAL EDUCATION COURSE/PROGRAM/ACTIVITY

INSTRUCTIONS:

1. Complete information and submit form within five (5) working days after the occurrence of the accident.
2. Only accidents requiring treatment by a licensed medical doctor are to be reported to the Division of Vocational Education.
3. The original report should be sent to:
   Director, Facilities/Equipment and Safety Control
   Division of Vocational Education
   New Jersey State Department of Education
   225 West State Street
   Trenton, New Jersey 08625
4. The first copy should be sent to the appropriate County Superintendent of Schools Office.
5. The second copy should be sent to the student's sending district, if appropriate.
6. The last copy should be retained by the originating school district.

SCHOOL INFORMATION

School Name_____

School Address_____

District_____

Telephone Number (Area Code ·)_____

PERSON INJURED_____ SEX____M ____F
LAST FIRST MIDDLE

GRADE LEVEL_____AGE___STUDENT_____INSTRUCTOR_____OTHER_____(Specify)_____

INJURED PERSON SENT TO_____HOSPITAL_____PHYSICIAN

DATE OF ACCIDENT_____ TIME OF ACCIDENT____A.M. ____P.M.
MONTH DAY YEAR

LOCATION OF ACCIDENT IF OTHER THAN SCHOOL ADDRESS ABOVE:

_____

_____

_____

TYPE OF VOCATIONAL COURSE/PROGRAM/ACTIVITY

*___Agriculture/Agribusiness/Natural Resources
*___Business Education
*___Cooperative Education
*___Consumer and Homemaking Education
*___Distributive Education
___Employment Orientation
*___Health Occupations
*___Home Economics Related Occupations
*___Introduction to Vocations
*___Industrial Arts
*___Technical Education
___Technology for Children
*___Vocational-Industrial Education
*___Work Study
___WECEP
*___Vocational Student Organizations
**___Other(Specify)
**_____

*Provide specific title of course, program or activity_____

[523-5 (11/77)]

MIS 07D007

PART OF BODY INJURED

___Abdomen
___Ankle
___Arm
___Back
___Buttocks
___Chest
___Collarbone
___Ear
___Elbow
___Eye
___Face
___Finger
___Foot
___Hand
___Knee
___Leg
___Mouth
___Neck
___Nose
___Ribs
___Scalp
___Stomach
___Throat
___Teeth
___Wrist
*___Other

*SPECIFY_____

APPARENT NATURE OF INJURY

___Abrasion
___Amputation
___Asphyxiation
___Bite
___Bruise
___Bump
___Burn
___Concussion
___Cut-Laceration
___Dislocation
___Fracture
___Poisoning
___Puncture
___Scalding
___Scratches
___Shock(electric)
___Splinter
___Sprain
___Sting
*___Other

*SPECIFY_____

CAUSE OF INJURY

___Struck Against
___Struck By
___Fall from Elevation
___Fall from Same Level
___Caught In, Under, Between
___Rubbed or Abraded
___Overexertion
___Other(Specify)_____
___Contact with Electric Current
___Contact with Caustic, Toxic, Noxious Substance
___Contact with Temperature Extremes

DEGREE OF INJURY

___Non-Disabling
___Temporary Disability
___Permanent Disability
___Death

NARRATIVE (Briefly describe how accident occurred indicating conditions, actions, tools and equipment involved.)

_____

_____

_____

_____

_____

COOPERATIVE EDUCATION ACCIDENTS ONLY

Was Student Covered By	YES	NO
Working Papers	___	___
Training Agreement	___	___
Workmen's Compensation	___	___

Student's Job Title:_____

_____

ACCIDENT REPORT COMPLETED BY:

Name_____

Title_____

Telephone Number_____

Date_____

*Signature of Principal or Superintendent

*_____

Date_____

SELECTION OF TRAINING ESTABLISHMENTS

SELECTION OF TRAINING ESTABLISHMENTS

Selecting the right site for on-the-job training is just as important as selecting the right student. The training establishment is where the student-learner meets the "real world of work." The attitudes acquired here will shape his/her view of life on the job. What takes place here can have an affect on the individual's future; therefore, great care should be exercised in selecting each training establishment. A continuing program of public relations and personal contact with industrial as well as community leaders will build an invaluable reservoir of training stations.

Large industries offer many fine vocational training situations. They are usually equipped with modern machinery operated by skilled craft workers. They also employ supervisors who are experts in their trade and have time to provide a training program. Many large industries will establish special training programs to assure themselves of a supply of properly trained personnel. In those large establishments, however, the coordinator must see to it that the *student-trainees rotate in job experiences and do not fall into repetitive production jobs.* Exceptions may be made in the Type III – Cooperative Employment Orientation Programs.

Many excellent part-time cooperative training opportunities exist in the small one-, two-, or three-employee shops that abound in numerous communities. These small industrial or service organizations provide the trainee with a well-rounded and varied training program. In the small shop situation, however, the coordinator should be constantly aware of working conditions, safety practices, facilities for training, and proper on-the-job supervision.

The coordinator, when placing students in establishments where organized labor unions exist, should ask that the proper authorities be informed of the training plan and assured that the rights of the existing workers are protected. Strong opposition may be encountered if the program is not thoroughly explained and understood. The coordinator should contact labor leaders to explain the objectives of the program and assure access to the labor market.

The coordinator might do well to set up a checklist to assist him/her with the final evaluation of a prospective training establishment.

Checklist of Questions

1. Is the training period of satisfactory length?
2. Is steady employment likely?
3. Is the schedule of remuneration and advancement satisfactory?
4. Are student-learners paid prevailing rates?
5. Will training open opportunities for advancement?

6. Is the employer sympathetic to cooperative education?
7. Are educational opportunities inherent in the work performed?
8. Can the skills learned be carried over to other occupations?
9. Are the facilities and equipment adequate and acceptable for training?
10. Is there adequate light, heat, and ventilation?
11. Are rest rooms provided?
12. What is the attitude of the management to safety?
13. Is the place of work acceptable to the student?
14. Are qualified skilled workers or trainers available?
15. Do congenial relationships exist between employee and management?
16. Will the trainee be supervised by a qualified worker?
17. Is the employer interested in the welfare of the student?
18. What is the attitude of workers toward safety practices?
19. Is the environment healthful, safe, and morally wholesome?
20. Are the overall hours too long?
21. Is sufficient time allowed for noon lunch or other meals?
22. Is employment approved by affiliated labor organizations?
23. Is the reputation of the establishment satisfactory in respect to labor relations and financial stability?
24. Is the establishment easily accessible from school?

The Standard Training Agreement

After the coordinator and an employer have agreed to make use of the employer's facilities and personnel for a Cooperative Industrial Education Program, the terms of this agreement should be committed to paper. This written agreement should be signed by: (1) the employer or his agent, (2) the student-learner, (3) the student's parents, and (4) the coordinator. The agreement should be constructed so as to spell out, in detail, the responsibilities of each participant to the others. A standard training agreement follows. Note that the blank spaces make this form suitable for any situation. The training agreement serves many purposes:

- Each employer and trainee knows that the courtesies and responsibilities extended to them are the same as those extended to all others in this category.
- The terms of the agreement, when reduced to writing, eliminate all doubts or misunderstandings which might undermine the whole program.
- The relationship between the parties to the agreement is given status. This is a legal document; a copy of it is retained by each party.
- This may be the first such document signed by the student-learner and will make a lasting impression.
- A properly composed agreement protects all parties thereto.

The standard agreement should contain:

1. Names of the parties.
2. Length of the training period.
3. Name of the employer (preferably the individual doing the training).
4. List of job experiences.
5. Specificity about operations or power tools equipment exposure.
6. Pay per hour to trainee.
7. Occupation for which student will train.
8. Responsibilities of parties.

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

Date _____

SCHOOL DISTRICT _____

Employer _____ _____
Employer's Name Address

Agrees to employ _____ _____
Student-Learner's Name Address

for the purpose of training in _____, Starting Wage: $ _____
Co-op Program

Student-Learner's date of birth _____ Working Papers _____
Date Issued

Working Conditions:

1. All student-learners must be covered by Workmen's Compensation Insurance.
2. The employer is aware of the educational nature of the program, and agrees to observe all State and Federal laws and regulations relative to the employment of minors.
3. The employer will provide direct and close supervision by a qualified and experienced person, and safety instructions will be provided by the teacher-coordinator and the cooperating employer. *(See New Jersey Child Labor Law Abstract (MW-129 and New Jersey State Department of Education T-Letter 268 on prohibited occupations.)*
4. Student-learners will not displace regular workers nor substitute for workers ordinarily needed by the employer.

Other Employer Responsibilities:

1. To take an active part in training and supervising the above named student-learner while providing on-the-job instruction in accordance with the student-learner's training plan.
2. To employ the student-learner for an average of 15 hours a week, for a minimum of 540 hours, until the end of the school year, barring dismissal for cause.
3. To assist in evaluating the student-learner's progress by completing the student evaluation form when required.
4. The student-learner will not be discharged nor status changed without first consulting with the teacher-coordinator.
5. To pay the student-learner the prevailing wage paid similar employees, and to recognize satisfactory service throughout the year with salary increases as awarded to other employees.
6. To allow the student-learner to absent himself from work, without prejudice, when school or vocational student organization activities require his presence, with the understanding that notification of the need for such absence will be received from the teacher-coordinator at least one week prior to the absence.
7. To allow the student to be observed on the job periodically by the teacher-coordinator of the Cooperative Education Program.
8. In the event the student-learner's school grades in any major subject fall below passing as a result of time spent on the job, weekly work hours will be reduced according to the advice of the teacher-coordinator until such time as the student-learner is earning passing grades.
9. To notify the teacher-coordinator as soon as possible any time the student-learner fails to appear for work or fails to call in sick at the scheduled time, or fails to stay for the scheduled time.
10. To be available for conference with the teacher-coordinator, the student-learner, or both, as necessary.

Work Experience

The following will be included in the student-learner's work experience:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Signed _____
Employer

Signed _____
Teacher-Coordinator

Phone _____

I have read the above and fully understand my employer's responsibility to me and _____ High School, and my responsibility to my employer and school.

Signed _____ Signed _____
Student-Learner Parent/Guardian

(MIS 070007 Rev. 7/77)
NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

COOPERATIVE INDUSTRIAL EDUCATION TRAINING ESTABLISHMENT REPORT

PRINT OR TYPE IN CAPITALS ONLY

COUNTY:_____ LEA:_____ APPROVAL NO:_____ PROGRAM NO: 1 2 3_____

ISSUE DATE:_____ INSPECTED:_____

LEA NAME:_____ SCHOOL NO:_____ A I D

WORK STATION NAME:_____

WORK STATION ADDRESS:_____

WORK STATION CITY:_____ STATE:_____ ZIP:_____

OE CODE:_____ JOB TITLE:_____

CURRENT COORD.:_____

Nature of Business_____ Total Employees____ Men_____ Women_____

Work experience that will be included in this job title (be specific):

1. 3. 5.
2. 4. 6.

1. This training establishment is adequately equipped to provide an opportunity for student-learners to gain experience consistent with job title.
2. All equipment is well guarded and safe working conditions prevail.
3. Employer understands student-learners are not to be employed in occupations involving power-driven apparatus, punch presses, explosives, sawmill operations, ionizing radiation, certain power-driven bakery machines, silica atmosphere, forklift, and wrecking.
4. The employer has agreed that the student-learner will never work alone, and the person responsible for on-the-job training is qualified and available to do so.
5. All students must be covered by Workmen's Compensation.
6. The employer understands that the exemptions to the Federal Hazardous Occupations Orders and State Prohibited Occupations apply only to the employment of student-learners enrolled in an approved Cooperative Industrial Education Program and to absolutely no other persons under eighteen years of age.
7. The employer understands that student-learners 16 or 17 years of age may not drive for pay on a public thoroughfare.
8. Students 18 years of age and older in the Cooperative Industrial Education Program may drive on a public thoroughfare for pay if it is incidental, occasional, and part of their on-the-job training. (See T–265.)
9. Employer agrees to conform to hours specified in this training establishment report.
10. HOURS OF DAILY WORK From:_____ to_____ SATURDAY From:_____ to_____
11. I certify that all the above statements apply to this training establishment and the employer has full knowledge of the regulations concerning employment of student-learners.

SIGNATURE:_____
State Supervisor's Signature

Date:_____

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECKLIST

BUILDING CONDITIONS

Exits	Yes	No
Does exit door swing in the direction of exit travel?	( )	( )
Is exit door free from damage?	( )	( )
Is exit door unlocked from the inside?	( )	( )
Is fire door free to self-close?	( )	( )
Is doorway clear?	( )	( )
Floors		
Is floor overloaded?	( )	( )
Is floor free from potholes, cracks, and warping?	( )	( )
Walls		
Is wall free from damage?	( )	( )
Stairways		
Does stairway have handrails?	( )	( )
Is handrail in good repair?	( )	( )
Are stairway treads in good repair?	( )	( )
Is stairway clear?	( )	( )
Miscellaneous		
Are rails around floor openings in good repair?	( )	( )
Are toeboards in good repair?	( )	( )
Is the emergency door opening device in good repair? (Note: For refrigeration room, walk-in ovens, smokehouse, etc.)	( )	( )

WORKING CONDITIONS

Ventilation	Yes	No
(Note: Where heated material will emit gas and/or vapors which will rise, an enclosing hood and duct extending six (6) feet above roof is required for natural ventilation.)		
Are hoods and ductwork kept in good repair?	( )	( )

WORKING CONDITIONS (cont.)

Ventilation (cont.)	Yes	No
Is wall fan in good working condition?	( )	( )
Is celing fan in good working condition?	( )	( )
Sanitation		
Are toilet facilities clean and in good working order?	( )	( )
Are washing facilities clean and in good working order?	( )	( )
Are eating facilities clean?	( )	( )
Lighting		
Is lighting adequate?	( )	( )
Are burned out lamp bulbs replaced?	( )	( )
Are windows and skylights used for natural lighting clean?	( )	( )

ELECTRICAL

Are portable electrical tools three-wire grounded?	( )	( )
Are fixed electrical motors three-wire grounded?	( )	( )
Are flammable liquid drums grounded?	( )	( )
Is all wiring permanent?	( )	( )
Are electrical boxes closed?	( )	( )
Is electrical wiring damaged or exposed?	( )	( )
Are flexible cords in good repair?	( )	( )
Are electrical switches in good repair with covers in place?	( )	( )
Are electrical motors free from dust?	( )	( )
Is the electrical equipment in a hazardous location of the proper type?	( )	( )
Is the high voltage area fenced and locked?	( )	( )
Are insulating mats in place at contrcl boards carrying high voltage?	( )	( )
Are signs "Danger – High Voltage" posted at entrance of transformer areas?	( )	( )

ELECTRICAL (cont.)	Yes	No
Is electrical equipment shut off and locked when undergoing repairs?	( )	( )
CHEMICALS		
Is the supply of flammable liquids excessive (8 hours)?	( )	( )
Are the containers properly labeled?	( )	( )
Is the container in good repair?	( )	( )
Is the location where toxic chemicals are used well ventilated?	( )	( )
Is the proper personal protective apparel available (apron, gloves, face shield)?	( )	( )
Is the bulk-storage area kept clean and well-ventilated?	( )	( )
Is the local exhaust system in good working order?	( )	( )
Is the general ventilation sufficient?	( )	( )
Are respirators in sanitary condition and in good repair?	( )	( )
Are containers of the approved safety container type?	( )	( )
PERSONAL PROTECTION APPAREL		
Head Protection		
(Note: Required where the hazards of flying or falling objects is inherent or hair entanglement in moving parts of machinery is possible.)		
Are all employees requiring head protection utilizing equipment furnished?	( )	( )
Eye Protection		
(Note: Required where the hazards of flying particles, hazardous substances, or injurious light rays is inherent		
Are all employees requiring body protection utilizing equipment?	( )	( )
Body Protection		
(Note: Clothing appropriate for the work being done shall be worn.)		
Are all employees requiring body protection utilizing equipment?	( )	( )
Are employees free of loose sleeves, tails, or other loose clothing?	( )	( )

PERSONAL PROTECTION APPAREL (cont.)		
Foot Protection	Yes	No
(Note: Required for employees who are exposed to foot injuries from hot, corrosive, or poisonous substances.)		
Are all employees requiring foot protection utilizing equipment?	( )	( )
Hand Protection		
(Note: Required for employees whose work exposes their hands to hazardous substances, cuts, or burns.)		
Caution: Gloves should not be worn around moving machinery.		
Are all employees requiring hand protection utilizing equipment?	( )	( )
Miscellaneous		
Are all employees requiring respirators utilizing equipment?	( )	( )
Are harness and life lines used in confined spaces?	( )	( )
Is a supplementary air supply used in confined spaces not containing adequate air supply?	( )	( )
HOUSEKEEPING		
Floors		
Are there slippery materials on floors?	( )	( )
Are loose objects left about to cause tripping?	( )	( )
Is there an excess of scrap from machines being piled upon floor?	( )	( )
Are ragged floor mats or broken platforms used about the machines?	( )	( )
Is there a definite floor cleaning schedule in use?	( )	( )
ARRANGEMENT OF PROCESS, OPERATION, AND EQUIPMENT		
Is material being stored in passageways?	( )	( )
Is sufficient space allowed for safe movement of plant trucking?	( )	( )
Are aisles clearly marked for the safe movement of people and materials?	( )	( )
Is there sufficient room between machines for their safe operation?	( )	( )

INSPECTION CHECKLIST

ARRANGEMENT OF PROCESS, OPERATION, AND EQUIPMENT (cont.)

	Yes	No
Are there some operations which would make for better housekeeping if they were isolated?	( )	( )
Are lockers provided for personal belongings?	( )	( )
Are there objects or materials of any kind on electrical or fire equipment?	( )	( )
Are all materials piled in an orderly manner?	( )	( )
Are materials stored in properly designated places?	( )	( )
Are trucks left in safe positions?	( )	( )
Are windows and skylights clean?	( )	( )
Are lighting fixtures, reflectors, or bulbs in need of cleaning?	( )	( )
Are tools used at machines allowed to lie about?	( )	( )
Are there sufficient trash containers about?	( )	( )
Are waste, scrap, and rubbish collected at regular intervals?	( )	( )

FIRE HAZARDS

Are oily rags and waste placed in special metal containers?	( )	( )
Is line or dust from operations allowed to collect on sills, rafters, etc.?	( )	( )
Is material piled or equipment standing so as to block fire exits or fire fighting equipment?	( )	( )

FIRE PREVENTION

Are smoking areas approved?	( )	( )
Are "No Smoking" signs posted in unauthorized areas?	( )	( )
Are flammable liquids in safety containers?	( )	( )
Are containers holding substances that are a hazard properly labeled?	( )	( )

FIRE PREVENTION (cont.)

	Yes	No
Are flammable liquids limited to a daily supply?	( )	( )
Do drums contain self-closing drawoff faucets?	( )	( )
Do outside storage tanks containing flammable liquids have dikes?	( )	( )
Are inside flammable liquid storage rooms sufficiently ventilated?	( )	( )
Are fire doors self-closing?	( )	( )
Are hazardous operations isolated?	( )	( )
Are all containers from which flammable liquids are poured grounded?	( )	( )

FIRE PROTECTION

Are sufficient fire extinguishers provided?	( )	( )
Are the proper type fire extinguishers provided?	( )	( )
Have personnel been instructed in use of fire fighting equipment?	( )	( )
Do fire extinguishers have up-to-date inspections? (maximum: one year)	( )	( )
Does sprinkler system cover all areas?	( )	( )
Is there a minimum clearance of 18" under sprinklers?	( )	( )
Are sprinkler control valves clear?	( )	( )
Are sprinkler heads free from corrosion?	( )	( )
If sprinkler system is not in a heated room, is it a dry system or does it contain antifreeze?	( )	( )
Are sprinkler valves open?	( )	( )

TRANSMISSION MACHINERY GUARDING

Is rotating shafting completely enclosed?	( )	( )
Are keyways and setscrews covered?	( )	( )
Are pulleys free from cracks, chipped rims, or missing spokes?	( )	( )

INSPECTION CHECKLIST

TRANSMISSION MACHINERY GUARDING (cont.)

	Yes	No
Are exposed belts guarded (V belts, flat belts)?	( )	( )
Are power operated gears completely enclosed?	( )	( )
Are chain and sprockets completely enclosed?	( )	( )
Are machine's operating controls properly identified (On – Off, Go – Stop, etc.)?	( )	( )
Are machine's operating controls in good repair?	( )	( )

METAL WORKING MACHINES

Are shields provided to minimize danger from flying particles of metal?	( )	( )
Is brush available to brush metal chips?	( )	( )
Is a tool rack available?	( )	( )
Is the lighting in good repair?	( )	( )
Is the machine operator wearing long sleeves, necktie, or other loose apparel?	( )	( )
Does the operator have safety glasses?	( )	( )
Is working platform in good repair?	( )	( )
Is working platform free from slipping or tripping hazards?	( )	( )

ABRASIVE WHEELS

Is grinder free from vibration?	( )	( )
Is spindle end guarded?	( )	( )
Does grinder have work rest?	( )	( )
Is work rest adjusted to within 1/8 inch of wheel?	( )	( )
Does grinder have eye shield?	( )	( )
Is eye shield in good condition?	( )	( )

INDUSTRIAL TRUCKS

Does lift truck have back guard in position?	( )	( )
Is canopy guard in position?	( )	( )

INDUSTRIAL TRUCKS (cont.)

	Yes	No
Do the brakes work properly?	( )	( )
Does the horn work?	( )	( )

MISCELLANEOUS GUARDING

Are compressed gas cylinders chained or strapped?	( )	( )
Are fan blades guarded?	( )	( )
Do portable straight ladders have safety shoes?	( )	( )
Are handrails in good repair?	( )	( )
Are power circular saw blades guarded?	( )	( )
Is the machine emergency shutoff device in good repair?	( )	( )

RELATED
CLASS

RELATED CLASS

Each student-learner must receive a minimum of 200 minutes of related class instruction per week. The related instruction must include information specifically related to the job as well as general information. The coordinator is also responsible for related safety instruction which should be incorporated in virtually every lesson. The methods and techniques regarding the instruction of the related class will vary with each individual coordinator.

Listed below is an outline of suggested units.

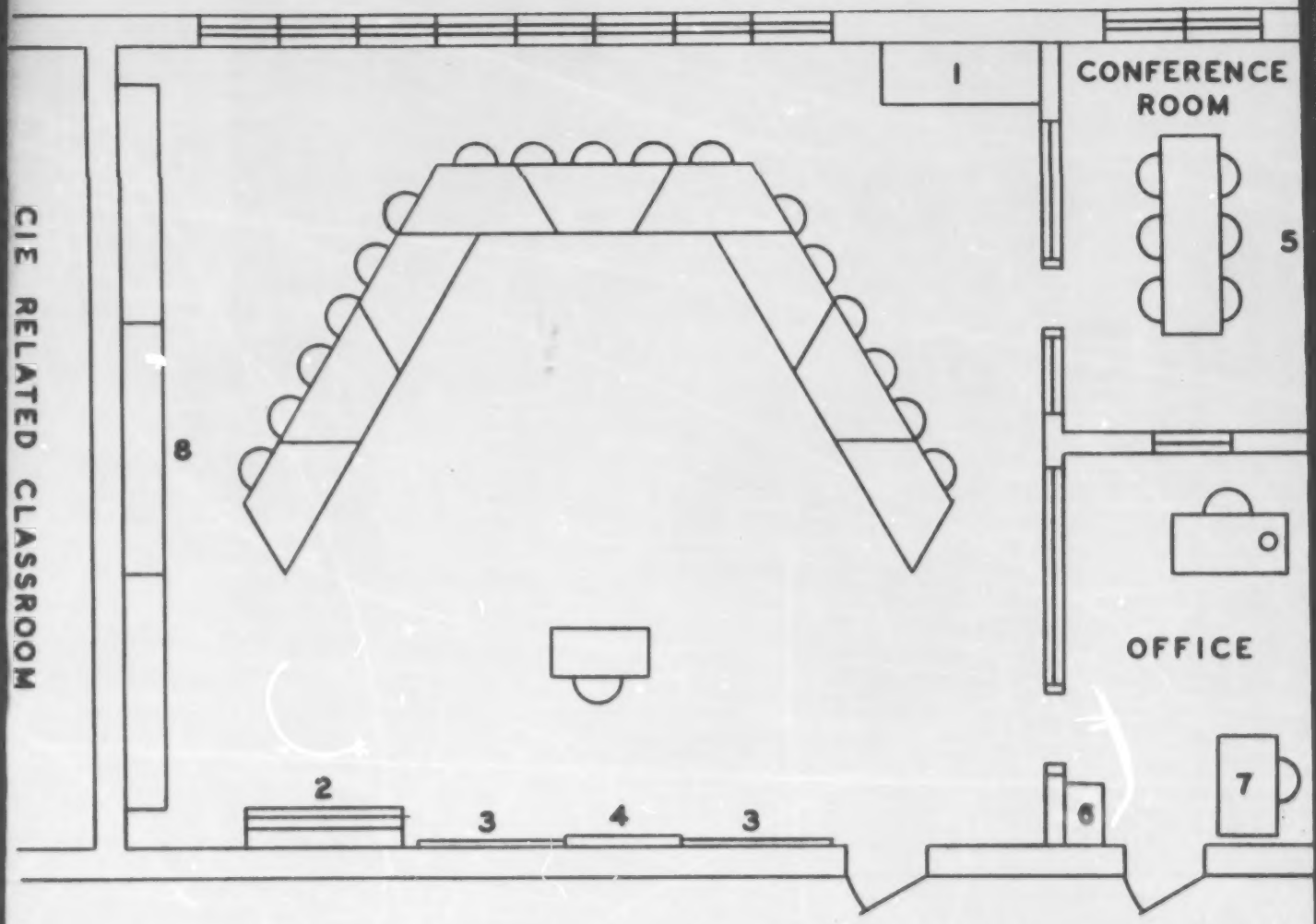
- Program Orientation
- Safety
- Knowing Yourself
- Career Planning
- Getting a Job
- Labor
- Business
- Planning a Budget
- Communications
- Job Analysis
- Student Learning Contract

In devising a total program for C.I.E. students, the key word is FLEXIBILITY. Each student is usually scheduled for English, Social Studies, and Physical Education. The related class is normally scheduled for one period a day. According to the individual needs of the student, certain allied subjects may be included in the schedule. These subjects may include drafting, shop work, business subjects, mathematics, or science.

C.I.E. Classroom Facilities

If possible, a separate classroom should be available for Cooperative Industrial Education. A large share of the C.I.E. student's time is devoted to instruction related to his/her on-the-job training opportunity. The classroom should stimulate activity. The classroom should provide flexible seating and should have room to store files, textbooks, workbooks, audio-visual aids, and other teaching materials. (The diagram on the following page represents an ideal classroom layout for related instruction.)

A student may study alone or may study in a group with students of similar job interests. Materials for job-related instruction should be readily accessible. A bulletin board, a chalk board, and individual or small group tables with appropriate seating are necessary. A separate research and study area is also beneficial.



1 - REFERENCE AREA
2 - PERIODICALS
3 - CHALKBOARD
4 - SCREEN
5 - TACK BOARD (BULLETIN BOARD)
6 - FILE
7 - TYPING DESK
8 - CABINETS

The C.I.E. coordinator should have a separate office adjacent to the classroom. The office should insure adequate privacy for individual counseling and telephone communication. It should provide sufficient space for record keeping and secretarial work, etc. A separate conference room is desirable for meetings with various groups and student committees, as well as for consultation with employers, parents and faculty members.

Audio-visual and other instructional aids should be readily available in the classroom. Shaded windows, a motion picture screen, and suitably placed electrical outlets are essential to supplement instruction. Adequate storage facilities in the classroom are needed for instructional materials and equipment. There should be some provision for filing space for student folders, and/or notebooks, and cabinet space for textbooks, study guides, workbooks, and programmed materials.

A conventional type of classroom can be used when all students are studying the same materials. C.I.E. programs should have movable furniture to accommodate both individual and small group instruction. Other groups in school that could use the same classroom are: (1) special education classes; (2) shop instruction classes; (3) other cooperative education classes. An instructional area in a shop can be utilized for C.I.E. related instruction. Mechanical Drawing rooms could be used; however, the furniture is not always adaptable to desirable C.I.E. related class instructional activities. If the teacher-coordinator's office does not adjoin the classroom, a book truck can be used to transport material from the office.

An attempt has been made to describe some ideal related classroom set-ups. A coordinator may not be fortunate enough to have these facilities. However, the coordinator should be working toward an ideal situation and be ready with a definite plan when renovation or new school construction is being considered.

SUPERVISION OF STUDENTS

SUPERVISING STUDENTS ON THE JOB

Immediately after the student-learner begins to work, the coordinator is responsible for making supervisory visits to the employer to determine the student-learner's progress. Visits should be staggered (not visiting the employer at the same time on the same day each week) so as to observe the student-learner during the total spectrum of working hours. It is possible that the coordinator may visit the same employer several times during the first week or month to straighten out initial problems. Also, adjustments to the job are not always made by the student-learners in the same length of time. After the student-learner has become adjusted, it is possible for the coordinator to set up a schedule of visits to the various training stations. The geographical location of the training station would be a factor in this case. It must be kept in mind, however, that supervision must average once every two (2) weeks.

It must always be uppermost in the coordinator's mind that the student should be progressing properly on the job in accordance with the course of study or with a schedule that is set up between the coordinator and the employer. A good time for visiting the employer is at the various points within the training schedule where changes are made from one phase of the job to another. Discussion of the student's progress is very important at this time.

The following steps should be of assistance to the coordinator in supervising student-learners on the job.

1. Preliminary steps in carrying out this responsibility:

    a. Know and understand the rules and regulations set forth by the Department of Education and the Department of Labor and Industry.
    b. Schedule supervisory visits in accordance with the interests of the school, employer, and the student-learner.
    c. Observe the student at work after proper permission has been granted by the training establishment.
    d. Establish friendly relationships with members of the training organization.
    e. Make use of information secured through the visit.
    f. A written record should be kept of the points observed while visiting the training station.

2. Detailed steps to carry out the supervisory responsibility:

    a. Construct written forms for the recording of information gathered through the supervisory visit such as:
        (1) Training establishment report
        (2) Training agreement
        (3) Evaluation forms for permanent record

b. The school administration should allow ample time to supervise and coordinate the program.

c. The coordinator should have a clear understanding with the student-learner of the plan and purpose of supervision.

d. Arrangements should be made for supervision on the job.

e. The employer should understand the purpose of the visit and the necessity for such a visit.

f. Supervise the student-learner on the job:
   (1) Time of supervision should vary throughout the students' working time.
   (2) Minimum time should be spent in order not to delay the employer's or other employees' work time.
   (3) A casual manner should be adopted.
   (4) Appointments should be made with the proper people to discuss the progress of the student-learner.
   (5) The coordinator should observe the student-learner carefully.
   (6) General attitude of the other employees with regard to the student-learner should be noted.
   (7) Further advancement of the student-learner should be encouraged.
   (8) Make a mental note as to future placements.

g. Summarize data after leaving the place of employment.

h. A written report on the student-learner's progress should be secured at regular intervals from the employer. (Recommended on a six week basis.)

i. Visits should be recorded for the permanent record.

j. Visitation reports should be discussed with the student-learner as soon as possible.

k. Adjustment of related instruction may be necessary to assist the student-learner's progress.

3. How to overcome special problems that may occur:

   a. Be certain that the progression of training agreed upon with the employer is carried out.

   b. Fit the student-learner's work schedule within the time periods prescribed by the Department of Education.

   c. See that the student-learner is supervised by a qualified person while on the job AT ALL TIMES.

d. Determine the sincerity of the employer in regard to training the student-learner.

e. See that adequate facilities are provided. (Rest rooms, safety devices, etc.)

f. Prevent the exploitation of the student-learner.

The coordinator should never depend on memory for what is observed on a visit. A form should be used to record pertinent information as soon as possible after a visit. It should be discussed with the student-learner shortly thereafter. The visitation report and conference report should be filed for future reference.

When on-the-job supervision of the student-learners takes place, common sense and tact should be used by the coordinator at all times. The coordinator should take care to visit the training station when it is convenient to talk to the employer and not at peak production times. Each agency will, in all probability, have different times when it is advisable for the coordinator to visit. Thus, visits should be scheduled to suit these times. If too much time is taken to talk with the student-learner, it could result in an uncomfortable situation between the employer and the coordinator. Extreme care should be taken to avert this. The employer expects and has a right to the student-learner's time in order to keep production schedules.

If at all possible, the coordinator should always see the employer first when making a visit, and again when leaving. This is a common courtesy, and the coordinator should be tactful enough to observe it. Good public relations at all times are necessary, and the supervisory visits are one of the best opportunities to improve these relations. "Passing on the good word" from one employer to another is the best way to promote a co-op program for both the present and the future. In the majority of cases, the employers are happy to cooperate with the school as part of their civic duty.

REMEMBER:

1. Student-learners must be observed on the job.
2. Visits should take place at various times during the student's workday and over the entire spectrum of the workday.

Program:
School year: 19 19
Coordinator: _____
Signature

MONTHLY REPORT OF VISITS

No	Student	B	G	Gr	Hrs. out of school	Position	Employer & Address	Person in charge	Phone No.	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1																					
2																					
3																					
4																					
5																					
6																					
7																					
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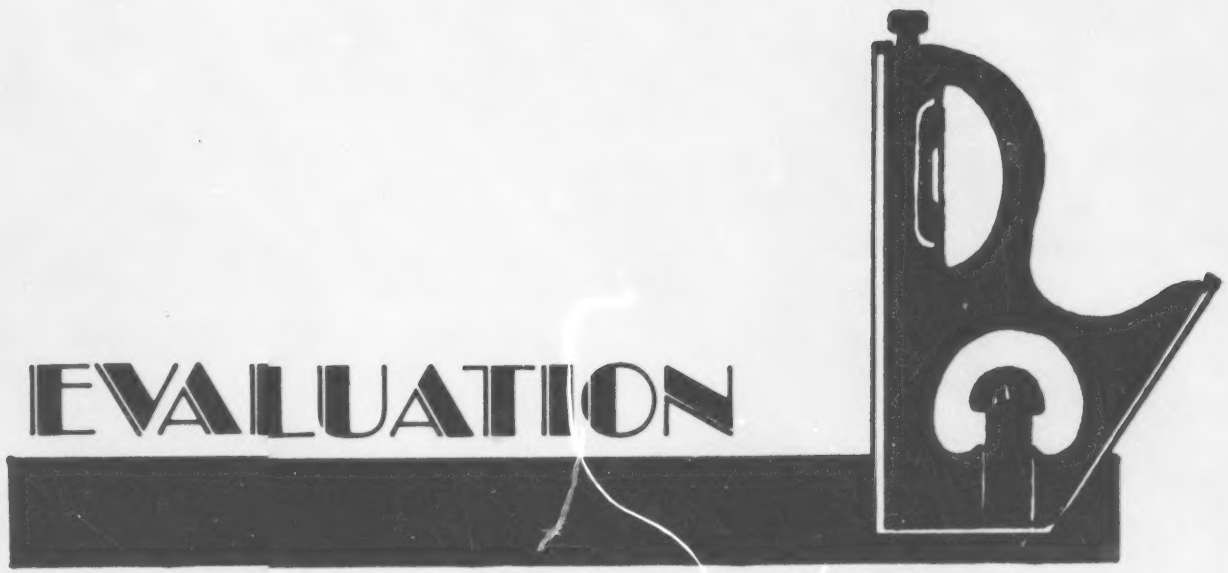
EVALUATION



EVALUATION OF ON-THE-JOB TRAINING

The value of any program of education can be established only through constant critical examination and measurement. Measurement of a student's achievement in a regular high school class is considerably easier than in a co-op program. Local, state, and national norms for academic achievement are available as measuring sticks. Simple tests administered in class are a guide. Measurement of success in a cooperative program, however, is more complex and places a greater burden of responsibility on the coordinator. The coordinator in such a program must develop criteria for evaluation that effectively measure the student's progress in school and at work in addition to general social growth.

While the teacher-coordinator will teach only related subjects in school, the coordinator must keep completely informed on student progress in all school work. Moreover, the coordinator will constantly be curious about the student's general behavior in school. ONE MEASURE OF ACHIEVEMENT IS THE ATTITUDE OF THE FACULTY TOWARD THE CO-OP STUDENT. Dated notations of the student's progress by subject teachers should be made part of the trainee's file.

The employer shares in the responsibility for evaluating student achievement. The employer must join the coordinator in rating the social development of the trainee. Both the coordinator and the employer must observe the student's adjustment to the job and to his/her coworkers. How does the student get along with coworkers? Is the student accepted as part of the group – just as a worker or socially as well? How does the student react to the "kidding" and "friendly pranks"? How does the student react to authority? Is the student willing to work? Does the student accept instructions?

It is important to note the student's appearance and personal bearing on the job. It must be remembered that the employer's evaluation of the student is subjective and may not necessarily reflect the sentiments of the person directly responsible for the training of the student. Evaluation can be supplemented by the coordinator's personal observation and by conversation with the trainer and coworkers. This can be done discreetly during a routine supervisory visit. DO NOT ANTAGONIZE THE EMPLOYER.

To evaluate a student's progress on the job, a standard rating sheet should be used. This assures rating in the same categories for all trainees by all employers. It further serves as a checklist to insure that all important characteristics will be rated. Finally, a properly executed rating sheet serves as a signed, dated, permanent record for the trainee's file.

To arrive at a true measure of the success of a vocational training program, one must know the number of students who successfully entered the field of work for which they were trained. It is the duty of the coordinator to conduct follow-up studies of graduates from the program. The graduates' cooperation in this effort will be in direct proportion to the positive or negative rapport established during the training period.

Progress Report on _____

Company _____

Job Description _____

PERFORMANCE ON JOB

Please indicate your estimate of this student-learner by placing a checkmark in the proper column.	ABOVE AVERAGE	AVERAGE	NEEDS IMPROVEMENT
Applies Knowledge Acquired			
Ability to Perform Required Skills			
Meets Requirements for Accuracy (Limits, Finish, Detail)			
Produces Required Amount of Work			

MAINTENANCE OF WORK AREAS

Maintain an Orderly Work Area			
Respect for Tools, Materials, and Equipment			

PERSONAL QUALITIES

Cooperation with Supervisor and Coworkers			
Attendance - Punctuality			
Observes Health and Safety Practices			
Resourcefulness (Ability to Solve Problems)			

Evaluated by _____ Date _____ 19__

Coordinator's Signature _____ Date _____ 19__

Student's Signature _____ Date _____ 19__

PROGRAM EVALUATION AND FOLLOW-UP

Self-Evaluation

Since the teacher-coordinator is the key to the success of a part-time cooperative vocational education program, self-evaluation should take place periodically. The coordinator must know what is necessary for success and should take time to check how efficiently the assigned duties are performed. The value of self-evaluation will depend on its objectivity. The teacher-coordinator may use a private checklist for self-evaluation. The following list of factors which are essential to the program may help the teacher-coordinator evaluate success:

1. Qualified students are admitted and placed in jobs that afford opportunities for training in skilled occupations.
2. A vocational advisory board or committee has been selected, meets regularly, and makes concrete contributions to the program's success.
3. Teachers and school officials understand and support the Cooperative Vocational Education program.
4. Instruction in related-trade theory is taught in accordance with current trade practice and provides for significant growth in the trade knowledge of each student enrolled.
5. Adequate instructional materials and training aids are available for related instruction.
6. Related-trade theory classes provide for meaningful student development in personal, community, and occupational knowledge.
7. Coordination between school and work is continuous and systematic.
8. Training outlines of jobs, processes, and operations are developed jointly by the coordinator and employer. Training outlines are consistently used to guide the trainees' progress and to determine the selection of related instruction.
9. Students are employed in accordance with all legal requirements and in positions that are suitable environments for health and safety.
10. Open communications are maintained among the administration, faculty, employers, and community.

Student Follow-up and Evaluation

It is most important to evaluate the C.I.E. Program in as many ways as possible. It is, therefore, strongly recommended that the C.I.E. trainees be asked to evaluate this mode of education at the completion of their training in school and at least three years after graduation.

Planning to contact C.I.E. students several years after they leave school should be done prior to the student's graduation. Every coordinator should devise a system that will enable him or her to complete a follow-up study.

Suggested Practices:

1. Have students send an annual holiday card to the teacher-coordinator for a 5-year period.
2. Have students list relatives that could be contacted for their current address.

To assist in this study, the forms which follow are recommended:

- Cooperative Education Program Student Evaluation Follow-up – One Year.
- Cooperative Education Program Student Evaluation Follow-up – Five Years.
- Cooperative Industrial Education Program Evaluation By Employer.
- Parents' Evaluation of the Cooperative Education Program.

COOPERATIVE EDUCATION PROGRAM
PROGRAM EVALUATION BY EMPLOYER

Through periodic evaluation, we endeavor to improve our Cooperative Education Program. We would appreciate your completing this checklist and returning it in the enclosed envelope.

FROM YOUR OBSERVATION:	Very Much	Much	Little	Very Little	Additional Comments
1. How much did your business benefit from its participation in the Cooperative Education Program?					
2. Do you feel that the student-learner received vocational benefit from the supervised training?					
3. Did you notice any marked improvement in the student-learner during the training period?					
4. Is a co-op student generally more productive in work performance than a beginning worker without supervised work experience?					
5. Does a student-learner have a better attitude toward work and associates than an afterschool employee who has no school supervision?					
6. Did participation in the Co-op Program cause any burden on you and your business associates?					
7. At the end of the training period, did the student-learner measure up to your employment standards?					

8. Was the teacher-coordinator helpful? _____ Yes _____ No

9. Would you continue to participate in the Cooperative Education program? _____ Yes _____ No

10. Please make specific suggestions which will enable us to better serve the community. (Continue on reverse side if necessary.)_____

_____

_____

FIRM NAME:_____ SIGNATURE:_____

ADDRESS:_____ TITLE: _____

PROGRAM:_____ SCHOOL:_____

PARENTS' EVALUATION OF THE COOPERATIVE EDUCATION PROGRAM

Dear Parent:

In order that we might provide the most effective type of education and training for your children, we are asking you to take a few minutes to evaluate the Cooperative Education Program at_____

Please be assured that your help will be greatly appreciated.

Coordinator_____

Your Name _____ Student's Name_____

	Very Much	Much	Little	Very Little
1. Has your child's progress in the Cooperative Education Program given her/him a better chance for a promotion or salary increase?				
2. Has your child formed the habit of using his time and money wisely?				
3. Has your child made a noticeable improvement in self-control?				
4. Has your child developed good leadership and followership through this training?				
5. Was the training station suited to your child's interest and needs?				
6. Did your child's experience in this program increase his/her interest in school as a whole?				
7. Did the training help your child understand and get along better with people?				
8. Did your child become more interested in personal grooming as a result of the training program?				
9. Was there a noticeable increase in self-confidence shown by your child?				
10. Did you notice any personality change/-development as a result of the training and experience gained from the program?				

11. On the basis of your observations, what suggestions would you make for improving the Cooperative Education Program?_____

_____

_____

12. Other Comments:

State of New Jersey
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP
One Year

Dear Cooperative Education Graduate:

In order that we might provide the most effective type of education and training for high school students, we are asking you to take a few minutes to evaluate the Cooperative Education Program at_____

You can be sure that your help will be greatly appreciated.

PERSONAL DATA

Name_____
First M.I. (Maiden) Last

Sex: Male _____ Female _____

Present Address_____

Telephone Number_____

Program area in which you were enrolled in school (check the appropriate cooperative education program).

_____ 1. Cooperative Agriculture Education (CAE)
_____ 2. Distributive Education (DE)
_____ 3. Health Occupations Education (HOE)
_____ 4. Cooperative Home Economics (CHE)
_____ 5. Cooperative Industrial Education (CIE)
_____ 6. Cooperative Office Education (COE)
_____ 7. Work Experience and Career Exploration Program (WECEP)

EMPLOYMENT DATA

Current Employment Status:

Employed	Unemployed
___ Full-time	___ Seeking full time employment
___ Part-time	___ Seeking part time employment
___ Self-employed	___ Not seeking employment

Cooperative Education Program Employer:

Name of Company and Location _____

_____

Job Title _____

Work Experience (List your PRESENT position)

Date Started _____ Exact Title of Position _____

Name of Employer and Location _____

_____

Salary or earnings per year: (Check appropriate column.)

___ Under $5,000 ___ $10,001 – $12,500

___ $5,001 – $ 7,500 ___ $12,501 – $15,000

___ $7,501 – $10,000 ___ Over $15,000

How did you obtain this job? ___ coordinator ___ friend ___ family ____ school

_____ employment agency ___ Other (Explain)

_____

How related is this job to the Cooperative Program you took in high school?

___ Same ___Highly related ___ Somewhat related ___Not related

Indicate the amount of help you received from the Cooperative Education Program. Mark only those items which apply to you.

	Much Help	Some Help	Little or No Help
a. To meet entrance requirements to specialized training institutions.			
b. To continue my education.			
c. To prepare for employment.			
d. To get along with people.			
e. To define my career goal.			

Did you belong to a vocational student organization such as:

___DECA ___VICA ___FBLA ___FFA ___FHA/HERO ___(HCCNJ)HOSA

___Other (Explain)_____

If yes, how did it benefit you?_____

_____

Did you change your career goal? _____Yes _____No If Yes, Why?

_____ No longer interested in that field
_____ Went to school to learn new career
_____ Took a new position in another field
_____ Employment opportunities limited in area of training
_____ Other (Explain)

Check the appropriate columns in which the cooperative education teacher helped you in high school.

_____ In school problems _____ In work related problems
_____ In family or personal problems

Would you recommend the Cooperative Program to other students? ____Yes ____No

Did you originally enroll in the Cooperative Program in high school to get: (Check one or more the answer below.)

_____ Out of school earlier in the day _____ Job experience
_____ Pay _____ Other (Explain)_____

_____

Was your feeling, expressed above, the same at the end of your Co-op experience? (Please comment)_____

_____

Education beyond high school: (Check the appropriate line(s) and fill in where necessary.)

Attending	Attended	Completed	Type of Education	Name of Institution	Name of Program
			Adult or evening school		
			Technical or business school		
			Licensing or certification Program		
			Apprenticeship program		
			Two-year college		
			Four-year college		
			Other		

Military Service:

Branch _____ Job Title_____ Length of Service____

Do you think you would have profited from participating in the work experience phase of cooperative education earlier in high school? ____Yes ____No

If yes, explain _____

_____

Rate the following:

	Excellent	Good	Average	Poor
Related Class				
Job Placement				
The Coordinator				
Your Employment Experience				
If applies, Youth Club Activity				
Overall Co-op Program				

How have you benefited by being a member of a Cooperative Education Program?

_____

_____

_____

List those courses you feel helped you the most, as well as those courses you feel you should have taken, but didn't, while in high school.

Courses	Should Have Taken	Helped Me Most
1.		
2.		
3.		
4.		
5.		
6.		

THANK YOU!

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State of New Jersey
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP
Five Year

Dear Cooperative Education Graduate:

In order that we might provide the most effective type of education and training for high school students, we are asking you to take a few minutes to evaluate the Cooperative Education Program at_____

You can be sure that your help will be greatly appreciated.

PERSONAL DATA

Name_____
First M.I. (Maiden) Last

Sex: Male _____ Female _____

Present Address_____

Telephone Number_____

Program area in which you were enrolled in school (check the appropriate cooperative education program).

_____ 1. Cooperative Agriculture Education (CAE)
_____ 2. Distributive Education (DE)
_____ 3. Health Occupations Education (HOE)
_____ 4. Cooperative Home Economics (CHE)
_____ 5. Cooperative Industrial Education (CIE)
_____ 6. Cooperative Office Education (COE)
_____ 7. Work Experience and Career Exploration Program (WECEP)

EMPLOYMENT DATA

Current Employment Status:

Employed	Unemployed
___ Full-time	___ Seeking full time employment
___ Part-time	___ Seeking part time employment
___ Self-employed	___ Not seeking employment

Cooperative Education Program Employer:

Name of Company and Location _____

_____

Job Title _____

Work Experience (List your PRESENT position)

Date Started _____ Exact Title of Position _____

Name of Employer and Location _____

_____

Salary or earnings per year: (Check appropriate column.)

___ Under $5,000 ___ $10,001 - $12,500

___ $5,001 - $ 7,500 ___ $12,501 - $15,000

___ $7,501 - $10,000 ___ Over $15,000

How did you obtain this job? ___ coordinator ___ friend ___ family ____school

_____ employment agency ___ Other (Explain)

_____

How related is this job to the Cooperative Program you took in high school?

___ Same ___Highly related ___ Somewhat related ___Not related

Indicate the amount of help you received from the Cooperative Education Program. Mark only those items which apply to you.

	Much Help	Some Help	Little or No Help
a. To meet entrance requirements to specialized training institutions.			
b. To continue my education.			
c. To prepare for employment.			
d. To get along with people.			
e. To define my career goal.			

Did you belong to a vocational student organization such as:

___DECA ___VICA ___FBLA ___FFA ___FHA/HERO ___(HCCNJ)HOSA

___Other (Explain)_____

If yes, how did it benefit you?_____

_____

Did you change your career goal? _____Yes _____No If Yes, Why?

_____ No longer interested in that field
_____ Went to school to learn new career
_____ Took a new position in another field
_____ Employment opportunities limited in area of training
_____ Other (Explain)

Check the appropriate columns in which the cooperative education teacher helped you in high school.

_____ In school problems _____ In work related problems
_____ In family or personal problems

Would you recommend the Cooperative Program to other students? ____ Yes ____ No

Did you originally enroll in the Cooperative Program in high school to get: (Check one or more the answer below.)

_____ Out of school earlier in the day _____ Job experience
_____ Pay _____ Other (Explain)_____

_____

Was your feeling, expressed above, the same at the end of your Co-op experience? (Please comment)_____

_____

Education beyond high school: (Check the appropriate line(s) and fill in where necessary.)

Attending	Attended	Completed	Type of Education	Name of Institution	Name of Program
			Adult or evening school		
			Technical or business school		
			Licensing or certification Program		
			Apprenticeship program		
			Two-year college		
			Four-year college		
			Other		

Military Service:

Branch _____ Job Title_____ Length of Service____

THANK YOU!

COORDINATOR'S ANNUAL REPORT

Open communication involving the coordinator, the administration, and the faculty is one of the major strong points for maintaining a viable program. It is strongly recommended that the coordinator submit periodic reports explaining all the vital program data and other pertinent information regarding the C.I.E. program.

An annual report on program operation for the school year is required of the coordinator. This is forwarded to the Department of Education, Division of Vocational Education by all coordinators throughout the State. Information is then extracted from these compiled reports and sent to every coordinator. The format for these reports to the State Department may vary from year to year. A sample Annual Report is included at the end of the unit.

DEFINITIONS

Disadvantaged – means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education and consumer and homemaking programs designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services. "Disadvantaged" includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large; but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps as described in this paragraph.

Handicapped – means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, or other health impaired persons.

NJDE 533-1 A&B (Rev. 4/74) A

STATE OF NEW JERSEY • DEPARTMENT OF EDUCATION
Division of Vocational Education
Office of Cooperative Vocational-Technical Education

END OF YEAR COOPERATIVE EDUCATION ANNUAL REPORT

District/LEA Code No. [COUNTY][LEA] (1-6) School _____ Coordinator's Name _____

Program is Federally/State Funded — CHECK ONE ONLY — YES ☐ - 1 NO ☐ - 2

No. of Advisory Com. Mtgs. This Year _____

No. of Minutes Related Class Meets Per Week _____

CHECK ONE ONLY

Table A Program Area

- ☐ = 1. Cooperative Agriculture Education
- ☐ = 2. Distributive Education
- ☐ = 3. Cooperative Health Occupations
- ☐ = 4. Cooperative Home Economics
- ☐ = 5. Cooperative Industrial Education I
- ☐ = 6. Cooperative Industrial Education II
- ☐ = 7. Cooperative Industrial Education III
- ☐ = 8. Cooperative Office Occupations
- ☐ = 9. (WECEP) Work Experience & Career Exp. Program

CHECK ONE ONLY

Table B Type of Contract

- ☐ = 1. 10 month teacher contract
- ☐ = 2. 10 month teacher contract with additional compensation paid for overtime, holidays, and extra responsibilities not to include summer employment.
- ☐ = 3. 10 month contract with additional compensation for overtime, extra responsibilities, and summer employment.
- ☐ = 4. 10 month contract with additional contract to cover summer employment.
- ☐ = 5. 11 month contract
- ☐ = 6. 11 month contract with additional compensation paid for overtime, holidays, and extra responsibilities.
- ☐ = 7. 12 month contract

Table C

1. Regular
2. Disadvantaged (see definition)
3. Handicapped (see definition)

Table D Status of Students Beyond June 30, 1977

1. Working with original employer – not apprenticed
2. Working for original employer – apprenticed
3. Working with same occupation – different employer
4. Working with same occupation – apprenticed different employer.
5. Working in completely different occupation
6. Armed forces
7. College – two year
8. College – four year
9. Technical school
10. Other school
11. Homemaker
12. Deceased
13. Unemployed
14. Status unknown
15. Dropped out of coop.
16. Remaining in school promoted to the next year
17. Other (must specify in writing)

NOTE!

1. Return *original* copy of report to State Department of Education, Division of Vocational Education . . .Do not return reproductions.
2. Forms to be filled out by teacher-coordinator responsible for the program.
3. District/LEA Code No.– number assigned to school district by State Department of Education.
4. In blanks marked "Table A " etc., enter the appropriate *number* (do not write out).
5. "Completion" – Mark X in blank if student, in all or part of this school year, successfully completed cooperative education program requirements for credit.

Signature of person completing this form _____

Date _____

Telephone No. _____

SAMPLE

NJDE 533-1 A&B (Rev. 4/74) B

END OF YEAR COOPERATIVE EDUCATION ANNUAL REPORT

(51 56) LEA = _____ School _____ Page = _____

(57) Program Area – Use = checked off Table A _____

Complete with information on each person — ✓ One — Check One

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Line No.	Names of Students in Alphabetical Order by Last Name and Initials	Completion	Age	Grade	Female	Male	Table C Special Needs R=1 D=2 H=3	Caucasian	Negro	Spanish	Oriental	American Indian	Other minority	Occupation	O.E. Code No. use all 6 digits	Name of Employer (Business or Firm)	Total Hours Worked	Gross Earnings round off to the nearest dollar	Table D Status of Students Beyond June 30, 1976 Use #code from Table D
		(01)	(02)	(03)	(04)	(05)	(06)	(07)	(08)	(09)	(10)	(11)	(12)	(13 - 33)	(34 - 39)		(40 - 44)	(45 - 48)	(49 - 50)
Sample	Adams, J.A.	X	18	12			1			✓				Carpenter	171001	X Y Z Company	785	1,373	4
01																			
02																			
03																			
04																			
05																			
06																			
07																			
08																			
09																			
10																			
11																			
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15																			
16																			
17																			
18																			
19																			
20																			
		Total			Total	Total		Total	Total	Total	Total	Total	Total				Total This Page	Total This Page	

SAMPLE

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NJDE 533-2 (3/76)

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
Division of Vocational Education, Cooperative Vocational-Technical Education

COOPERATIVE EDUCATION SPECIAL NEEDS DATA

LEA # _____ SCHOOL _____ PAGE # _____

FOR STUDENTS REPORTED AS DISADVANTAGED OR HANDICAPPED
Columns 58 thru 71 are to be used for HANDICAPPED reporting only
Columns 72 thru 77 are to be used for DISADVANTAGED reporting only

Identify students on this form, by line numbers corresponding to line numbers on the End of the Year Annual Report Page _____.

	HANDICAPPED														DISADVANTAGED						
	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	
LINE NO.	Educable Mentally Retarded	Trainable Mentally Retarded	Blind	Partially Sighted	Deaf	Hard of Hearing	Communication Disordered	Perceptually Impaired	Orthopedically Handicapped	Chronically Ill	Emotionally Disturbed	Socially Maladjusted	Neurologically Impaired	Multi Handicapped	Poor Grades (Previous Year)	Two Years Below Grade in Reading	Poor Attendance (Previous Year)	Two Years Below Grade for Age	Poor Use of English Language	Other Evidence that Prevent Success	(Describe)
01																					
02																					
03																					
04																					
05																					
06																					
07																					
08																					
09																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					

SAMPLE

88

97

98

V.I.C.A.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

Practically all workers in the labor market today are "social-beings" on the job as well as in the home and community. The success of these wage earners depends upon social development as well as upon skills and technical knowledge. It is important, therefore, that young people who are preparing for employment be provided an opportunity to develop the social attitudes needed to get along with other people.

The basic philosophy of any student organization is to provide a vehicle for individual improvement through club activities. The Vocational Industrial Clubs of America (VICA) is the national student organization that serves students enrolled in vocational trade, industrial, technical, and health occupations programs.

The concept behind VICA is to develop the "whole student" – social and leaderhsip abilities, as well as job skills. Each student participating in VICA has a chance to develop through a number of programs.

Leadership Training

VICA emphasizes the student's ability for leadership, the ability to inspire and guide others to productive activity. National VICA offers these specific leadership training activities:

- Leadership awards through the "Vocational Initiative and Club Achievement Program." (The student is evaluated on his/her total performance: skill development and personal development.)

- Leadership development publications include the VICA Magazine. (Material for VICA is chosen to interest and inspire trade, technical, health, and industrial oriented youth.)

The State Association of VICA offers these specific leadership training activities:

- Annual State Conference – for members and delegates from each local club.

- Annual Fall Local Officers Training School (LOTS) – for local club officers.

- Annual Fall Leadership Development Seminar – for members interested in improving their skills in selected leadership activities such as: public speaking, parliamentary procedure, news reporting, etc.

"Dress Up VICA" Campaign

The "Dress Up VICA" campaign is an active encouragement of youth to present a neat, good-looking appearance in school and on the job. The official red blazer, or the informal windbreaker add to the appearance of VICA youth. Coveralls, dress uniforms, white work shirts and lab coats with the distinguishing VICA emblem in red, white, blue, and gold contribute to a good-looking appearance on the job.

The "Dress Up VICA" Campaign:

- Encourages the wearing of the VICA emblem and gives youth an awareness of its symbolism for dedication to the development of excellence, character, craftsmanship and citizenship.
- Gives industrial-technical youth an identity with each other and with common ideals.
- Gives the vocational development of youth a more attractive image along with well-deserved status and dignity.

National VICA Week

An annual National VICA Week gives VICA members the opportunity to highlight the purposes of the organization and the contributions being made by VICA youth to their school, community and nation.

It is also an opportunity to:

- Interest the community in trade, technical, and industrial education.
- Attract students to technical training early in their high school career.
- Involve parents and community leaders in the activities of industrial youth.
- Emphasize aspects of the VICA program, such as civic consciousness.
- Create among VICA members a sense of unity of purpose as they work together to carry out special VICA Week programs and activities.

JOB (Job Opportunities Bases) Programs

The "JOB Program" encourages members to interest other students in industrial training opportunities and to recruit actively among dropouts and non-vocational students. Clubs are urged to become job information centers providing information on in-school training programs and job opportunities after graduation.

- State VICA Newsletter – for reporting on local club activities throughout the State.

- Publications on leadership training.

Vocational Initiative and Club Achievement Program

The Vocational Initiative and Club Achievement Program is designed to motivate students and provide a means of recognition for individual performance. A VICA member develops in two important areas: as a worker through a skill training program and as a leader and good citizen through VICA. The VICA Program offers recognition that will stimulate a desire for learning in both areas and is based on a structure designed to advance these areas. The words "Vocational Initiative" are applied to the *Industrial Degree* and "Club Achievement" to the *Leader Degree*.

The Vocational Initiative and Club Achievement Program is:

- An opportunity for every VICA member to achieve and win recognition for his/her achievement.

- Designed to encourage excellence in both skill training and club work.

Competitive Activities Program

Competitive activities in which students strive for achievement are an invaluable experience for all young people living in a system of free enterprise and democracy. Competition in skill and personal achievement is encouraged at all levels of VICA. Competitive events include the areas of public speaking, parliamentary procedure, safety, ceremonies, and job interviews. Occupational competition in 28 skill areas includes carpentry, cosmetology, machine shop, welding, auto mechanics, electronics, and health occupations among others.

Numerous benefits are derived from competitive activities. These include:

- Personal enrichment through the development of enthusiasm for learning and a sense of accomplishment.

- Recognition of students' skills and abilities which leads them to appreciate and manifest quality work.

- Competition publicity which stimulates the interest of students, members of the community, and representatives of industry.

Projects tying into the "JOB" Program include:

- An occupational needs survey
- A "JOB Fair"
- A JOB Information telephone listing
- An occupational information library
- An occupational information news column
- A "youth job news" program
- A youth employment service
- A shop placement service
- A special assembly program on preparing for a job

The VICA Program can help the C.I.E. teacher in promoting high standards in trade, ethics, quality of work, scholarship, and safety. The purpose of VICA is to develop leadership through participation and involvement in worthwhile activities both in the school and the community.

VICA activities are many and varied and the list continues to grow. Some activities that VICA advisors have found to be very successful are:

- Visits to industry
- Guest speakers
- Educational exhibits
- Safety campaigns
- Needy family projects
- Voter registration projects
- School improvement projects
- Community fund drives
- Community clean-up projects
- Employer-employee banquets

These types of activities develop the students' ability to plan together.

Through VICA, shy students can grow to become dynamic leaders when they realize that club activities and leadership training fit into their learning goals. Through VICA, students can develop a sense of pride, both in their work and in themselves. Through VICA, students develop enthusiasm to do a job and do it well. Enthusiasm is dedication.

VICA holds the key to a successful C.I.E. program because VICA works directly with young people in their homes, schools, communities, and on the job. VICA has a program that is national in scope and designed to meet the needs of C.I.E. students. Remember, VICA is an integral part of a vocational program, not just another extra-curricular activity.

To learn more about VICA and how the VICA Program can be tailored to meet your specific situation contact:

New Jersey Association of VICA
New Jersey Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625
Telephone: (609) 292 – 6564 or 6565

Advisory COMMITTEES

ADVISORY COMMITTEES

The primary purposes for having a school-sponsored citizens advisory committee are:

1. To fulfill the obligation of the New Jersey State Plan for Vocational Education. Item 9.23 (a) of Part I Administrative Provisions, State Plan for Vocational Education and support by P.L. 94-482 states:

   a. *Advisory Committees*

      A total, or area, advisory committee shall be established to advise the local education agency consisting of representatives from employment agencies, labor, business, employers and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs.

2. To provide a vehicle through which a citizen of a school district can participate effectively in school affairs. The scope of involvement may include, but not be limited to, the mobilization of an informed public needed for developing and maintaining sound progressive educational programs for all the people of the community.

3. To act as a sounding board for new ideas.

The following is based on Dr. Morton Shenker's monograph *Advisory Committees for Cooperative Education Programs*:

Steering Committee

It may be advisable, at the establishment of a new cooperative education program in a community, to appoint a steering committee, approved and appointed by the board of education, for a term of temporary service. The members of this steering committee who prove to be effective may be appointed as members of the permanent advisory committee at a later date. A letter of invitation from the superintendent's office representing the board of education should be sent to all invited members.

A suggested sample of operating guidelines for establishing and maintaining an advisory committee for a C.I.E. Program has been included at the end of the chapter. Variations to the guidelines can be made by the local school. The main emphasis, of course, is that an advisory committee be established and be functional.

ORGANIZATION OF AN ADVISORY COMMITTEE

Role of the Teacher-Coordinator

In order to utilize the advisory committee most effectively in the pursuit of the goals of the program, the teacher-coordinator must:

1. Familiarize the committee with all facets of the program.
2. Solicit the advice and assistance of the committee.
3. Acquaint the members with the purpose and the duties of the committee and insure that the committee acts accordingly.
4. Anticipate the problems and needs of the program by planning advisory committee meetings for specific purposes directed toward promoting and developing the cooperative education program.
5. Submit the cooperative education program to an evaluation by the advisory committee.
6. Serve as the secretary to the advisory committee in a non-voting member capacity.
7. Notify the members and the delegated school authority (principal and/or superintendent) of the meeting date, time, and place.
8. Provide the advisory committee members with an agenda of the next meeting (preferably one week in advance).

The teacher-coordinator is the liaison between the school and the community.

Approval and Invitation

Authorization for the formal organization of an advisory committee should be obtained from the local Board of Education. In the recommendation that goes to the local board, the initial approval for an advisory committee should designate the person authorized to invite and appoint members.

The final selection of members can rest with the school board or it can be delegated to the superintendent of schools or an appropriate designee. The coordinator should, first of all, contact a prospective member in order to determine his/her willingness to serve on such a committee. The superintendent should then confirm the appointment and acceptance thereof.

There are various reasons why the local Board of Education or its designated representatives should have the final word in selection:

1. There is the effect of concomitant prestige.
2. Establishment of this method of appointment helps to minimize any apprehensions the board might have about its authority being usurped.

Length of Service

Members should be appointed for a definite term, usually from one to three years. In order to provide continuity of experienced members on the committee, initial appointments can be staggered. As a result, each year members with new ideas and enthusiasm can revitalize the program. If the instructor-coordinator desires to retain the services of an interested and effective member, he/she should strive to have this member reappointed. Much of the effectiveness of the committee will depend upon the unfailing interest of its members.

Number of Meetings

The teacher-coordinator should schedule as many meetings as are necessary to broaden and develop the cooperative education program. During a program's initial stages of development, more frequent meetings may be desirable. It is suggested, however, that the advisory committee meet at least six times during a school year in order to realize the committee's objectives.

Committee Structure

With the approval of the superintendent and/or principal, a chairperson should be appointed by the teacher-coordinator. Subcommittees should be formed as needed, utilizing the particular talents and resources of the committee members. Possible subcommittees may include:

1. Budget committee.
2. Business relations committee.
3. Public relations committee.

More subcommittees may be formed as suggested by the on-going activities of the individual advisory committees.

Mistakes To Avoid

Experience has shown there are some major mistakes which should be avoided in the utilization of advisory committees:

1. Avoid meeting for the sake of meeting. Advisory committees are expensive in terms of time management.
2. Avoid giving a decision to the advisory committee which could better be made by a school staff person, or one which is not particularly important, or one where execution rather than decision is really the problem.
3. Avoid compromises which are not productive or adequate to the problem faced.
4. Avoid alienating those with unpopular opinions.
5. Avoid having a chairperson who unduly dominates the group.
6. Avoid making manipulation of members the secret agenda at meetings; avoid anything which resembles a "rubber stamping" of decisions already made.
7. Avoid a complacent attitude in relation to the advisory committee. When attendance drops, morale sinks and the level of discussion stays at a trivial or superficial level. At this stage the advisory committee is in trouble and requires improvement.

OPERATING GUIDELINES FOR A COOPERATIVE INDUSTRIAL EDUCATION PROGRAM ADVISORY COMMITTEE

ARTICLE I – Name

The name of this committee shall be the Advisory Committee for the Cooperative Industrial Education Program.

ARTICLE II – Objectives

The purpose of the committee shall be to act in an advisory capacity to the Board of Education with respect to the following functions related to the Cooperative Industrial Education Programs:

1. Be a sounding board for new ideas.
2. Aid in determining standards for student selection.
3. Help to achieve the objectives of the employment programs.
4. Support the need for the programs to the Board of Education.
5. Act as a diplomatic corps for program expansion.
6. Create goodwill in the community.
7. Give prestige to the school, programs, and community.
8. Guide solutions to wage and hour problems.
9. Help to evaluate the programs and establish standards for making the programs realistic.
10. Aid in publicizing the programs.
11. Serve as a coordinating body for the C.I.E. Programs.

ARTICLE III – Membership

Section I – Number of Members

A committee shall consist of 12–14 members, seven of whom should be from the lay community (former or present employers, or union representatives), and 7 members of ex officio status (superintendent of schools, high school principals, coordinator of instruction, vocational guidance counselor, coordinator of Cooperative Office Education Program, coordinator of Cooperative Industrial Education Program).

SECTION II – Qualifications for Membership

The lay members of the committee should represent the diverse occupations and businesses involved in the cooperative employment programs and should reflect a sincere interest in advancing cooperative employment programs at the high school level.

Section III – Term of Membership for Other Than Ex Officio Members

Members will be appointed to the committee for a term of three years. No member may serve more than two consecutive terms. One year and a half or longer shall be considered a term of office when determining eligibility for re-appointment.

Section IV – Rotation of Membership

One-third of the lay members shall be replaced each year.

Section V – Appointment of Members

Appointment of new members shall be made by the Board of Education upon recommendation of the Advisory Committee for the Cooperative Industrial Education Program.

Section VI - Attendance

Each member is expected to attend at least 60% of the meetings. In the event such absenteeism is exceeded, the chairperson will report the circumstances and the committee will consider whether there should be a replacement nomination.

ARTICLE IV – Officers

Section I – Elective Officers

The elective officers of the committee shall be:

Chairperson
Vice Chairperson
Recording Secretary

Section II – Chairperson

The chairperson of the committee must be a member of the lay group and must have served on the committee at least one year.

The term of office for the chairperson is one year, and he/she may succeed himself/herself.

The duties of the chairperson will include: conducting regular meetings, calling special meetings, and appointing committees as the needs arise.

Section III – Vice Chairperson

The vice chairperson must be a member of the lay group and shall serve in the absence of the chairperson.

Section IV – Recording Secretary

The recording secretary shall record the proceedings of the meetings and shall distribute them to the membership and members of the Board of Education.

The recording secretary shall maintain an up-to-date roster of membership of the advisory committee.

Section V – Vacancies

In the event of a vacancy in an office, the chairperson shall appoint a nominating committee to nominate a replacement to be approved by a majority of those in attendance.

ARTICLE V – Nominations

Section I – Appointment of Nominating Committee

As need arises, the chairperson shall apoint a nominating committee consisting of 4 members, two representing the lay group, and two representing the school.

Section II – Nominating Committees

Nominating committees will serve either of two functions:

To nominate replacements to the committee
To nominate officers

Section III – Nominations for Officers

The nominating committee for annual elections of officers shall be appointed in March and shall present its report at the April meeting. Nominations may be accepted from the floor.

ARTICLE VI – Elections

The officers shall be elected at the May meeting and installed at the following meeting.

ARTICLE VII – Meetings

A minimum of six meetings shall be held during the school year. Special meetings may be called by the chairperson. A two-thirds attendance of members shall constitute a quorum.

ARTICLE VIII – Committees

Section I – Standing Committees

There shall be no standing committees.

Section II – Special Committees

Special committees shall be appointed by the chairperson as the need arises.

Section III – Reports

All chairpersons of special committees shall report on their activities at each monthly meeting.

ARTICLE IX – Changes in Operating Guidelines

When proposals for changes in the Operating Guidelines are suggested, such proposals shall be voted upon at the meeting following such introduction, and must be approved by a majority of the members present.

(Editor's note: This advisory committee can be used in an advisory capacity for many phases of cooperative education,e.g., C.I.E., C.O.E., and D.E. The operational guidelines of the committee will take on the needs and characteristics of the program.)

ASSESSING THE EFFECTIVENESS OF YOUR ADVISORY COMMITTEE[1]

(This instrument can provide for the self-evaluation of advisory committees for career and vocational education in terms of functions they typically fulfill. It also can assist in the setting of future goals, looking toward future assessment.)

Typical Functions	ESTIMATED PERCENT OF UTILIZATION 0 25 50 75 100
A. Represents a broad selection of appropriate advisors:	
* Workers now on the job	
* Educators	
* Community organizations and groups	
* Business and industry	
* Labor groups	
* Students	
* Recent graduates	
* Local and State government	
* Senior citizens	
B. Assists in short and long range planning:	
* Assessment of student needs, interests, and abilities	
* Assessment of labor market needs and conditions	
* Assessment of community resources	
* Assessment of local educational agency priorities and policies	
* Responsive to regional, State, and national conditions, goals, and objectives	
* Recommends priorities	
C. Communicates important information to the community:	
* Newsletters	
* Radio	
* Television	
* Publications, such as pamphlets, posters, reports	
* Press releases	
* Recommendations to key agencies	
* Speakers' bureau	
* Formal events such as luncheons and dinners	
* Workshops	
* Exhibits	
* Personal communication	
* Program information widely disseminated to prospective students	

[1] Buontempo, Gregory and Klavon, Michael; *Making the Most of Your Advisory Committee.* Trenton: New Jersey Department of Education.

Typical Functions (Cont.)

ESTIMATED PERCENT OF UTILIZATION

0 25 50 75 100

D. Communicates important work-related information to the school:

* Provides information on the labor market . . . . _____
* Makes appropriate recommendations concerning course objectives (including needed worker competencies, content, and procedures). _____

E. Recommends competent personnel to meet program needs:

* Maintains an inventory of capable instructors . . . _____
* Personal contacts with potential instructors . . . _____
* Personal contacts with present instructors to discover the currency and relevancy of their instruction . . . _____
* Recommends a screening policy for new instructors . _____

F. Assists with evaluation of the instructional program:

* Facilitates follow-up activity . . . . . _____
* Studies placement results . . . . . _____
* Makes recommendations for increased relevancy of program . . . . . _____
* Visits some programs for first-hand assessment . . . _____
* Assures compliance with necessary regulations (e.g., affirmative action) . . . . . _____

G. Other functions:

* _____ . . . . . _____
* _____ . . . . . _____
* _____ . . . . . _____

PUBLIC RELATIONS

PUBLIC RELATIONS

Introduction – Public Relations

"Have or have not" is certainly not the question with respect to public relations in the field of Cooperative Industrial Education. When it comes to this particular area, coordinators have no choice. Their choice can only lie between effective and ineffective relationships with the public. The success of the program will be determined by the choice made.

The progress of C.I.E. programs in this State hinges upon the attitudes of the public and its willingness to support the program. A well-executed plan of public relations cannot guarantee goodwill – but it can assist immeasurably in securing public acceptance and support without which Cooperative Industrial Education cannot function.

Public Relations – Guidelines

I. Community
   A. Establish an advisory board (see unit on Advisory Committees).
   B. Survey the immediate areas to determine the supply and demand of the various trades.
      1. Canvass the classified sections of the local newspapers.
      2. Contact the Chamber of Commerce.
      3. Contact union representatives in immediate areas.
   C. Develop community awareness of the program.
      1. Publication of program in the local papers.
      2. Presentations to:
         a. Local service groups
         b. Local civic groups
         c. Local Chamber of Commerce
         d. P.T.A.
      3. Develop and distribute program brochures together with a standardized introductory letter to selected business and industrial sites.
         a. Bulk mailing
         b. Hand delivery by students
         c. Distribution during presentation assignments
      4. Utilization of local radio stations and T.V.

II. School
   A. Making the faculty aware of the program.
      1. Presentation to the faculty at the first general meeting before school opens in September.
         a. Brief follow-up report regarding former C.I.E. graduates – include success stories.
         b. Brief report on summer activities.
         c. Emphasize the significance of faculty support and cooperation throughout the school year.

2. Presentation to the guidance department (high school).
   a. Should be familiar with all aspects of the C.I.E. Program.
   b. Describe the type of student that is best suited for the C.I.E. Program.
      (1) IQ
      (2) Mechanical ability (DAT scores)
      (3) Absentee Record
      (4) Discipline Record
   c. Scheduling of related classes.
   d. Issuing of credits.
   e. Procedures to follow when a student is dropped from the C.I.E. Program.
   f. Procedures to follow when a student is laid off from work.
3. Presentation to shop teachers.
   a. Explain how the shop courses could act as feeder courses for the C.I.E. Program.
   b. Discuss the possibility of utilizing C.I.E. students as guest speakers in the various shops.
4. Coordinator should play a significant role in the Introduction to Vocations Program.
   a. Make students aware of the C.I.E. Program.
      (1) Type of student
      (2) Curriculum he or she should follow (specifically shop courses)
   b. Field trips to local training stations (see the program in action).
   c. Successful C.I.E. graduate presents his/her success story.

B. Making the students aware of the C.I.E. Program at the high school level.
1. Publicize program on bulletin boards in school.
2. Publicize program in the school newspaper.
3. Establish a vocational assembly and present the C.I.E. program to the *entire* student body.
   a. Slide presentation – showing the students at work on the job.
   b. Select a participating employer as a guest speaker.
   c. Select a former C.I.E. graduate for success story.
4. Meet with interested students, in scheduled small groups, in order to answer important questions.

III. Bonus Activities

A. Employer – Employee recognition banquet
1. C.I.E. students, participating employers, president of the Board of Education, superintendent of schools, principal of the high school, coordinator, and Guidance Department chairperson should be invited to attend the banquet.
2. C.I.E. students and coordinator should plan the banquet – including the printing of invitations and banquet brochures.
3. Secure a guest speaker.
4. Present "Certificate of Appreciation" to employers and "Certificate of Merit" to students.
5. Solicit funds for the banquet from C.I.E. students, employers, and the Board of Education.

B. Student Awards
1. Selected senior C.I.E. students are presented awards during school assembly.

EVALUATING PUBLIC RELATIONS

Name of School	Date	Department or Program	School #

Explanation of Code:

5 = Excellent
4 = Well Above Average
3 = Slightly Above Average
2 = Slightly Below Average
1 = Well Below Average
N = Not Applicable

STATEMENTS	5 4 3 2 1 N
1. The public attends vocational department activities.	
2. Local business and industry resources, materials, and personnel are made available for strengthening the school learning activities.	
3. The department has an active Advisory Committee.	
4. The Advisory Committee gives counsel and advice to administration.	
5. The news media report on the Advisory Committee activities.	
6. The goals and activities of the vocational program are well presented to the school and community.	
7. A number of different news articles of departmental activities are published.	
8. Positive reports are given by news media in regard to the vocational program.	
9. Public news media seek, in a continuous and organized way, to report on the vocational programs.	
10. The learning activities in vocational programs contribute to the public relations program of the school system.	
11. The administration provides each department an opportunity to present its program of public and professional relationships.	
12. The school administration makes definite assignments for public relations activities to each vocational teacher.	
13. The school administration takes into account faculty, student, and community suggestions before decisions are made.	
14. Teachers are active participants in professional, business and industrial organizations of the community.	
15. Teachers speak before business, industrial, and professional organizations.	
16. Teachers write aritcles for publication.	
17. There is teacher participation in non-required school activities which enhance teaching effectiveness.	
18. Mutual cooperation exists between the vocational-technical teacher and other school personnel in promoting the welfare of the school.	
19. Most school personnel understand the goals and objectives of the vocational-technical program.	
20. The departmental faculty cooperates in planning the total school public relations program.	
21. The department shares in the responsibility for action in the total school public relations.	
22. There is a continuous and well organized effort to develop understanding and favorable attitudes toward the departmental program.	
23. Community resources (people, places, products) are used to enrich the curriculum.	

APPENDIX

APPENDIX A

SELECTED PROCEDURES FOR WORKING PAPER ISSUANCE IN NEW JERSEY SCHOOL DISTRICTS

DEPARTMENT OF EDUCATION AND DEPARTMENT OF LABOR AND INDUSTRY

INTRODUCTION

You as an Issuing Officer have an extremely important function; and, as such, it is your responsibility to be familiar with the provision of the New Jersey Child Labor Law and any other regulations affecting the employment of minors.

New Jersey law requires employment certificates or special permits for the employment of any minor up to 18 years of age. The only exception is for work in agricultural occupations for which a special permit is required only up to 16 years of age.

An employment certificate or special permit which has been validly issued in accordance with the New Jersey Child Labor Law is conclusive proof of age in any proceeding involving the minor's employment subsequent to its issuance and is accepted by the United States Department of Labor as acceptable proof of age under their child labor provisions. This means that if a New Jersey employer has on file a New Jersey employment certificate or special permit for a minor in his employ the minor's age shall be deemed to be as stated in the certificate or permit. It is important, therefore, that that employment certificate and special permit be issued only in accordance with the law.

The instructions which are included here have been designed to guide and assist you in the issuance of employment certificates and special uniform procedures and to facilitate as much as possible the issuing process.

Your goal should be to insure the prompt and proper issuance of all working papers so that minors will be able to begin their employment in the shortest possible time.

The instructions include the following information:

1. The role of each participant in the issuance process.
2. A description of the various supporting papers required with the certificates and permits.
3. Definitions with which you should be familiar.
4. A description of each of the certificates and permits, the supporting papers required, and the procedure for issuance.
5. Some guidelines which are pertinent to the issuance of working papers.

The Child Labor Law and Regulations booklet will prove to be helpful to you and may be used in conjunction with this set of instructions. The Child Labor Law Abstract provides you with a quick source of information on many things, including hours of labor, prohibited occupations, and age requirements.

The Coordinator: Inspects all potential training establishments; files a Training Establishment Report with the Department of Education; and assigns the approved number to the upper left-hand corner of the Promise of Employment papers. This approval must appear on all C.I.E. students' papers. A C.I.E. student may not be employed until a training establishment approval number is obtained.

The Student: Takes Promise of Employment form to the employer to be completed; secures physical examination through the Issuing Officer (or own doctor, if minor prefers it); has the principal complete and sign the School Record form; produces evidence of age; and then takes all of these forms to the Issuing Officer.

The Employer: Fills out Promise of Employment and returns it to Issuing Officer through the student.

The Doctor: Completes Physician's Certificate form and returns it to Issuing Officer through the student.

The School Principal: Completes School Record and returns it to the Issuing Officer through the student.

The Issuing Officer: Supplies student with Promise of Employment form, arranges for physical examination, and supplies School Record form; collects completed Promise of Employment, School Record, Physician's Certificate, and the Proof of Age (all permits and certificates do not require the same supporting papers); proceeds with issuance of proper working permit; mails employer his/her copy; and sends all supporting papers and Department of Labor and Industry copy of certificate or permit *promptly* to Wage and Hour Bureau with two copies of transmittal letter. When returned from the Wage and Hour Bureau, gives Proof of Age back to the minor and retains all other supporting papers on file.

The Coordinator: Checks all information and insures that an approval number, issued by the Department of Education, appears in the upper left-hand corner of all copies.

Wage and Hour Bureau: Reviews all incoming permits and certificates and supporting papers for compliance with New Jersey Child Labor Law; retains copy of permit or certificate and returns all supporting papers to the Issuing Officer. If permit is improperly issued, it is returned with reasons for improper issuance.

NOTE: Working papers for students employed in hazardous occupations and not bearing an assigned approval number may be returned to the issuing agent.

DESCRIPTION OF SUPPORTING PAPERS

I. PROMISE OF EMPLOYMENT (A–56b)

Filled out by the employer. Be sure that it is completely filled out and that it is not for illegal hours or for a prohibited occupation. If the employer sells liquor for consumption on the premises, keep in mind that minors under 18 may work on licensed premises under the following conditions only:

A. Minors who are at least 16 years of age may work in a restaurant on licensed premises but not at a prohibited occupation.

B. Male minors who are at least 16 years of age may work in public bowling alleys on licensed premises *as pinsetters only*.

II. PHYSICIAN'S CERTIFICATE (A–56c)

Filled in by the medical inspector employed by your Board of Education. There shall be no fee charged for this examination. If, however, the minor chooses to have his or her own doctor, this is acceptable. If there is an objection on religious grounds, no Physician's Certificate is required; however, the Issuing Officer should include a note to this effect in writing from the parent or guardian.

If the medical inspector puts a limitation on the Physician's Certificate, this limitation must appear on all copies of the Employment Certificate.

III. SCHOOL RECORD (A–56a)

Filled out by the principal of the school which the minor last attended. The bottom half need only be filled in if the minor will be working outside school hours on days when school is in session.

IV. PROOF OF AGE

The evidence of age is given in order of preference.

A. Birth certificate or transcript.

B. Baptismal certificate or transcript.

C. Other documentary evidence satisfactory to the Issuing Officer, such as Bible, passport, immigration card, etc., providing such evidence has been in effect at least one year prior to the date it is offered as evidence.

D. Last acceptable evidence

1. School Record, sworn statement of parent or guardian attesting to the age and date of birth of the minor, and statement of the medical inspector to age of minor.
2. The above statements of the parent or guardian and the medical inspector's statement.

(In both 1 and 2, the Issuing Officer may administer the oath.)

Copies of Proof of Age may be submitted – it is not necessary to send the original document. In case of doubt, do not hesitate to call the Wage and Hour Bureau for clarification.

GUIDELINES

ISSUANCE – RESIDENTS OF NEW JERSEY AND MINORS FROM OUT-OF-STATE

A minor who resides in New Jersey secures working papers from the Issuing Officer in the school district where he/she resides. You must, therefore, issue working papers regardless of whether or not the minor attends your school.

A minor from out-of-state secures working papers from the Issuing Officer in the school district where he/she has received the promise of a job. If, therefore, a non-resident minor has been promised employment in your school district, you must issue the working papers.

REFUSAL TO GRANT – The Issuing Officer has the right to refuse to grant a certificate or permit if convinced that the best interests of the minor would be served by such a refusal. A record of the refusal and the reasons for refusal must be kept.

TRANSMITTAL LETTER – When submitting working papers to the Wage and Hour Bureau, complete the transmittal letter (MW 153) in duplicate, listing the names of minors for whom working papers are being submitted. Please do not send separate transmittal letters for each minor. Be sure that your return address is clearly and completely included in the space provided.

WHERE TO SEND – All working papers should be sent *promptly* to the Wage and Hour Bureau, Permits Section, P.O. Box 875, Trenton, New Jersey 08625.

IMPROPERLY ISSUED CERTIFICATES AND PERMITS – If a certificate or permit is improperly issued, you will receive the working papers back with a form (MW 128) listing the reason or reasons why it was improperly issued.

a. If it is being returned for a prohibited occupation, the certificate or permit must be recalled from the employer. A copy of the notice to the employer should be sent to the Commissioner of Education, and to the Wage and Hour Bureau.

b. If it is being returned due to incompleteness or for some other reason which can be corrected, this should be done immediately and the corrected or completed papers should again be returned to the Wage and Hour Bureau for review.

RETENTION OF CERTIFICATES AND PERMITS AND SUPPORTING PAPERS

The Wage and Hour Bureau will retain its copy of all certificates and permits and return the remaining papers to you together with one copy of the transmittal letter. Copies of certificates and permits and all supporting papers upon which the certificates or permits were issued (except Proof of Age must be retained until the minor reaches 21 years of age. The Proof of Age is returned to the minor.

QUESTIONS CONCERNING LEGALITY OF EMPLOYMENT

Contact the Wage and Hour Bureau or call 609–292-6570 or 8540.

WHERE TO OBTAIN FORMS – All forms (except the transmittal letter) are secured from the Department of Education, Division of Business and Finance, 225 West State Street, Trenton, New Jersey 08625. The transmittal letter is secured from the Wage and Hour Bureau.

FEDERAL LAW REGARDING EMPLOYMENT OF MINORS

You should be aware of the provision of the Federal law regarding employment of minors. We suggest that you contact your nearest office to the U.S. Department of Labor for information.

DEFINITIONS

Agriculture

Includes farming in all its branches and among other things includes the cultivation and tillage of the soil; dairying, the production, cultivation, growing, and harvesting of any agricultural or horticultural commodities (including commodities defined as agricultural commodities in section fifteen (g) of the Agricultural Marketing Act, as amended) the planting, transplanting and care of trees and shrubs and plants, the raising of livestock bees, furbearing animals or poultry, and any practices (including forestry or lumbering operations) performed by a farmer or on a farm as an incident to or in conjunction with such farming operations, including preparation for market, delivery to storage or to market or to carriers for transportation to market, provided that such practices shall be performed in connection with the handling of agricultural or horticultural commodities, the major portion of which have been produced upon the premises of an owning leasing employer.

Issuing Officer

Any superintendent of schools, supervising principal, or teacher in a school district who is designated by the board of education in the district to issue certificates or permits in accordance with the provisions of this act.